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ABSTRACT

This book was designed with activities for students in grades 9-12. The activities are to increase student awareness about the developing African nations and the Latin American states. Each section contains numerous activities. Section titles include: (1) "Introduction"; (2) "Introductory Activities"; (3) "African Activities"; (4) "Latin American Activities"; and (5) "Concluding Activity." (EH)

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Exploring the Developing World: Life in Africa & Latin America

by Ronald S. Byrnes

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Center for Teaching International Relations, University of Denver,
Denver, CO 80208-0268

Published: 1993

THE DEVELOPING WORLD

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Life in Africa & Latin America

BY RONALD S. BYRNES

CENTER FOR TEACHING INTERNATIONAL RELATIONS

UNIVERSITY OF DENVER, DENVER, COLORADO

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INTRODUCTION

In writing the following activities, I have attempted to help teachers engage students in exploring the developing world. The activities are designed to supplement and enhance, not replace, preexisting curricula. More specifically, the activities are intended to challenge students and awaken their curiosity. In addition, they are designed to strengthen students' abilities to be reflective, to make collaborative decisions, and to write. If true to my stated intentions, these activities will enliven classroom life and enable teachers to have more meaningful and rewarding intellectual and interpersonal experiences with their students.

Global educators operate on a continuum between unabashed political advocacy and attempted political objectivity. Although the reader will be the judge, I am confident I have avoided unabashed political advocacy. However, I can not claim to have achieved political objectivity. Inevitably and admittedly, these activities reflect my particular worldview. Despite this, I have attempted to write in an impartial manner. If successful, political ideologues of the right or left may take issue with some of the activities.

Within global education circles, a tremendous amount has been written about the accelerating growth of global interdependence and the changing international order. In light of this, it is worthwhile to ask whether global education curriculum writers are keeping pace with the changing educational order. Curriculum writers need to employ writing strategies that are responsive to educational reform and contemporary classrooms. For example, educators increasingly reject the traditional notion that the teacher's primary role is to disseminate information. Reformers call for a reconceptualization of the teacher's role. They contend that teachers should inspire and facilitate learning through student-centered activities. In writing the following activities. I have embraced this change.

As an educator and researcher, I am struck by how one reform creates the need for others. For example, the traditional model of instruction required the students to listen to the teacher, but did not require the teacher to listen to the students, or the students to listen to one another. As teachers, I am convinced we need to learn to listen more closely to our students and we need to teach our students to listen to one another. The following activities should provide excellent practice.

In short, I agree with John Goodlad who has written, "Ideally, education equips one to participate widely in the human conversation. The human conversation is a metaphor for what humans feel, think, do and express." *Goodlad has also stated, "Schools are especially limited in their ability to provide students with understandings beyond the forms and symbols of their world of daily encounters--that is to provide meaningful abstractions and simulations of remote places and people." The following activities are my attempt to challenge this viewpoint. In the end, I am most interested in helping prepare students to participate widely in the human conversation.

Ronald S. Byrnes

*John Goodlad, "The Learner at the World's Center," Social Education 50 (October 1986): 424-436.

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I. INTRODUCTORY ACTIVITIES

Title: ALL OF WHO'S NEWS?

Introduction: "All the News That's Fit to Print" states the front page of the New York Times. However, practically speaking, the Times is incapable of printing "all the news that is fit to print." Among other filters, editors act as gatekeepers deciding among competing stories "newsworthiness." Consequently, readers of any news periodical can legitimately ask, "Who's news?" Similarly, readers can assess periodicals that strive to cover international issues and events. Specifically, readers can ask, "To what degree does this periodical reflect a genuinely global perspective?" In the following activity, students hypothetically start a global newspaper committed to covering international issues and events. The intent of the activity is to reveal and discuss students' perceptions of the world before exploring Africa and Latin America.

Objectives: Upon completion of this activity, students will be able. . .

To better understand their perception of the world.
To discuss regional differences in world population.
To better evaluate media coverage of international issues and events.

Grade Level: 9-12

Time: One class period

Materials: Handout #1.1, "A Global Newspaper"
Political world maps
Handout #1.2, "World Population 1995"

Procedures:

1. Introduce the activity by distributing Handout #1.1, to the students. Read and discuss the handout with them. Note to Teacher: To better assess students' perceptions of the world and to avoid steering them in any particular direction, the first three sentences of Handout #1.1 are purposely vague. Similarly, if students ask clarifying questions, answer them in general terms.

2. Inform the students that a bureau is formally defined as "an office or business that performs a specific duty." Explain to them that large newspapers establish foreign bureaus to cover international issues and events firsthand.

3. Ask the students to select a partner with which to work. Refer them to a political world map either in their textbooks, in an atlas, or on the classroom wall. Provide ample time for the students to complete Handout #1.1.

4. Upon completion, ask each pair of students to briefly present their results. Time permitting, ask each pair to provide a brief rationale for their decisions.

5. Conclude the activity by distributing Handout #1.2 to the students. After reading the handout with them, discuss the following questions:

Compare and contrast your distribution of journalists with the population-based distribution on Handout #1.2.

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Where are their similarities? Where are their differences?

How do you account for the differences?

Are the population figures surprising? If so, how are they surprising?

Does assigning journalists based strictly upon population make sense? Why or why not? In other words, what are the disadvantages of assigning journalists based solely on population? What are the advantages?

Do the advantages of assigning journalists based upon population outweigh the disadvantages, or do the disadvantages outweigh the advantages?

In light of world population, could your readers justifiably criticize your newspaper for having more of a regional perspective than a global one? Why or why not?

Extending the Activity:

1. Ask the students to explain their decision-making in a short essay. At minimum, ask them to explain their thought process in selecting bureau locations and distributing journalists among them.

2. Ask the students to read, analyze, and summarize newspaper or magazine articles involving current international issues and events. Then, as a class, use the students' analytical summaries to create a global newspaper. To facilitate the students' research, collectively (with the librarian's help) create a list of resources that they can refer to and then discuss a potential name and section headings for their newspaper.

Evaluative Suggestion:

Conceivably, differing degrees of academic value could be assigned to the students' decisions (reflected in Handout #1.1). However, this activity is designed to reveal students perceptions of the world; consequently, it is counterproductive to compare their responses to some ideal. Despite this, it is possible to assess the students ability to work together, the thoughtfulness with which they made decisions, and their participation in the discussion.

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A GLOBAL NEWSPAPER

Imagine that you have been asked to start a newspaper. Specifically, your objective is to publish a global newspaper that covers international issues and events. To accomplish this, you have been provided with thirty skilled journalists and an unlimited budget. Among other decisions, you need to decide the following:

Name for your global newspaper.

How many foreign bureaus are needed.

The cities where the bureaus will be located (include the countries and continents).

How many journalists to assign to each bureau.

NEWSPAPER NAME: _____

BUREAU LOCATION (CITY, COUNTRY, CONTINENT)	**NO. Of ASSIGNED JOURNALISTS**

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WORLD POPULATION 1995

If thirty journalist were assigned to bureaus based solely on population, the following chart indicates the number assigned to each region.

REGION	POPULATION PERCENTAGE	NO. OF JOURNALISTS
ASIA (including the Persian Gulf)	3,300 million 58 %	17
AFRICA	753 million 13 %	4
EUROPE	507 million 9 %	3
LATIN AMERICA	501 million 9 %	3
THE FORMER SOVIET UNION	303 million 5.5 %	1.5
NORTH AMERICA	287 million 5 %	1.5
OCEANIA Australia, New Zealand, Papua New Guinea	29 million .5 %	0

Source: The World Almanac 1992. NY: Pharos Books.

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Title: **THE COMMON PENCIL AND THE NETWORK OF NATIONS**

Introduction: The increasing importance of global education is commonly attributed to accelerating global interdependence. Global educators agree that "interdependence" is a fundamental concept. In this activity, students are introduced to this concept by depicting the network of nations that contribute to the development of the common pencil. In the end, students start a pencil business and write business reports to prospective stockholders that include a rationale for the chosen location, address prospective problems, and describe the president chosen to manage the business.

Objectives: Upon completion of this activity, students will be able . . .

To identify the network of nations that contribute to the development of pencils.
To explain economic interdependence.
To evaluate competing factors in designing a business plan.

Grade Level: 9-12

Time: Two class periods

Materials:
Handout #1.3, "The Common Pencil and the Network of Nations"
Handout #1.4, "World Map"
Political world map
Colored pencils
Handout #1.5, "The Business Report: Getting Going"

Procedures:

1. Begin the activity by showing the students a common pencil. Simultaneously ask the students to look at their pencils and identify the different parts. Next, ask students where pencils are made. Inform them that although their pencils may have a particular country imprinted on them, the materials that contribute to the finished product come from as many as eight different countries.

2. Distribute Handout #1.3 to the students. Collectively read and discuss the handout.

3. Distribute Handout #1.4 to the students. Explain that they are going to use the information from Handout #1.3 to visually depict the network of nations that contribute to the development of the common pencil. Although each student will complete their own map, ask the students to work with a partner. Partners will help one another with their maps and will work more closely during the second half of the activity.

4. Provide the following map instructions to the students.

   A. Locate and carefully label the seven continents and four world oceans.

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B. Locate and carefully label the eight locations listed on Handout #1.3. Also, write the corresponding material and part under the country label. For example:

Sri Lanka
(graphite/pencil lead)

Note to Teacher: Inform students that if a country is small, like Sri Lanka, they should use arrows and label as close to the country as possible. Also, instruct the students to shorten "oil used in the lacquer on the outside of the pencil" to simply "lacquer" and "brass ferrule that holds the eraser" to "eraser holder."

C. Darkly outline the borders of the eight countries. Then, lightly color the same countries.

D. Give the map a title.

4. Upon completing their maps, present the following hypothetical situation to the students:

You and your partner have decided to go into the pencil business. As a result, you're faced with many important and difficult questions. You have many potential stockholders who are carefully watching your initial moves before deciding to invest. Your business will certainly fail without their contributions. To build their confidence, write them a persuasive business report covering the following three topics.

A. Based on your map, identify the best location in the world for your pencil business. Explain to your future stockholders what three factors most influenced your decision.

B. Your potential stockholders know that every investment entails some degree of risk. Explain three potential problems to your investors and the precautionary steps you are taking to minimize those risks.

C. Based on your chosen location, hire a president to manage your business. Explain to your stockholders why you chose this particular person. Potential stockholders are going to want to know why this person is particularly well qualified. Keep in mind that this person will oversee trade negotiations and be responsible for maintaining positive working relationships with business associates in the eight countries. These responsibilities require cross-cultural sensitivity and outstanding interpersonal skills. At minimum, tell your potential stockholders where the person is from, the languages he or she speaks, and something about his or her experience.

5. Note To Teacher: Read Handout #1.4 to yourself. If the students have a hard time with the first two report topics, help them by drawing upon this handout.

6. Upon completion, ask the students to read their reports. Compare and contrast the locations students chose for their businesses. Similarly, discuss the potential problems students identified and the characteristics of their presidents.

7. Conclude the activity by discussing the following questions with the students:

What types of transportation and communication are involved in the production of pencils?

Approximately how many jobs are directly and indirectly involved in the production of pencils?

In your opinion, which countries most likely earn the most money from exporting their particular materials? Which countries most likely earn the least? Why? In other words, which pencil parts are the most and least expensive?

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Do all countries benefit equally from the production of pencils? Why or why not?

In general, what are the advantages and disadvantages of economic interdependence?

Note to Teacher: The concept "interdependence" is frequently equated with mutual dependence. However, help students understand that nations are at vastly different levels of development. Consequently, some nations are more economically dependent than others. Also, it is important to remember that although some nations receive tremendous benefits from economic interdependence others do not (this would be much more evident with a more complicated product). As a result, some writers prefer the term "linkages" to "interdependence" because they feel it is less likely to suggest equality.

Extending the Activity:

1. Although it is officially produced in Japan, the Ford Escort is assembled from component parts manufactured in fifteen different countries. Encourage interested students to write Ford Motor Company in order to find out more about the production of the Escort. After receiving the information, provide the students with blank world maps and ask them to "map" their findings.

2. Similarly, encourage interested students to contact community businesses to learn how their products are manufactured and distributed. Ask them to "map" their findings.

3. Ask a member of the business community to come to class and discuss the students' business reports. Ask the resource person where they would have located their business and why? Similarly, ask them what problems they foresee and what type of person would they recommend to manage the business.

Evaluative Suggestions:

1. Assess the appearance and accuracy of the students' maps.

2. Evaluate the students' reports. How sophisticated are they? Is logical thought evident? Are they persuasive?

3. Evaluate the students' group work. Did they work well together? Did they contribute equally?

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THE COMMON PENCIL AND THE NETWORK OF NATIONS

PART	MATERIAL	LOCATION
wood	cedar trees	United States (Oregon/Washington)
cutting the wood	saws	Taiwan
pencil lead	graphite	Sri Lanka
oil used in the lacquer on the outside of the pencil	castor beans	Brazil
eraser	latex	Indonesia
eraser	pumice	Iceland
brass ferrule that holds the eraser	zinc	The Commonwealth of Independent States
brass ferrule that holds the eraser	copper	Chile

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WORLD MAP

THE BUSINESS REPORT: GETTING GOING

FACTORS TO CONSIDER IN LOCATING THE BUSINESS

Infrastructure--Minimizing the costs of transporting materials to the manufacturing center (note that five out of the eight countries are on or near the Pacific Rim); and minimizing the costs of transporting pencils from the manufacturing center to consumers.

Labor costs--In developing countries, workers earn less and consequently pencils can be made for less and sold at a higher profit margin. On the other hand, in developed countries, workers earn more, making pencils more costly and profit margins lower.

Environmental regulations--Strict regulations will increase manufacturing costs; however, investors may look more favorably on an environmentally friendly business.

Land costs--In developing countries, land will cost less. In developed countries, land will cost more.

POTENTIAL PROBLEMS

Transportation breakdowns--worker strikes, energy shortages, increasing costs.

Negotiating trade agreements with eight different countries.

If located outside the United States, public disapproval against exporting jobs. If located inside the United States, higher costs and reduced competitiveness.

Fluctuating costs of materials.

Potential instability in The Commonwealth of Independent States with reduced access to zinc.

Material shortages.

Environmental pressures against cutting down trees and mining the natural resources.

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Title: THE WORLD CUP

Introduction: The World Cup is the highest level of competition in the world's most popular participant and spectator sport. The governing body for world soccer, the Federation de Internationale Football Association, or FIFA, consists of approximately 150 member nations; however, the World Cup soccer competition only accommodates twenty-four nations. As a result, most world regions would like to see their representation increased. Following a review of regional representation in the 1990 Cup, students stage a hypothetical international conference to explore whether future Cups should implement changes in regional representation. In preparing for the conference, students research and adopt one particular region's perspective. Ultimately, students are familiarized with the meaning of multiple perspectives.

Objectives: Upon completion of this activity, students will be able...

To understand concerns with the regional representation of the World Cup soccer competition from five different regional perspectives.
To adopt one particular perspective and develop a persuasive case for increasing that region's representation in future World Cup soccer competitions.
To propose mutually acceptable compromises regarding the regional representation of future World Cup soccer competitions.

Grade Level: 9-12

Time: Four class periods

Materials:
Handout #1.6, "Regional Representation, 1990 World Cup with Associated Population Figures"
Handout #1.7, "World Map"
Handout #1.8, "Building a Case for Increased Cup Representation"
The World Almanac 1992
White construction paper and markers

Procedures:

1. Introduce the activity by discussing the following questions with the students"

   What is the most popular participant and spectator sport in your community? (If students disagree, ask them if their different perspectives can be explained by their personal preferences for certain sports.)

   What is the most popular participant and spectator sport in your country?

   What is the most popular participant and spectator sport in the world?

2. Inform the students that despite basketball's increasing popularity, more countries regard soccer as their national sport than any other. As a result, many people consider soccer to be the globe's most popular participant and spectator sport. Soccer's worldwide popularity is partially explained by low costs relative to many other sports. Next, inform the students that twenty-four nations compete

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quadrennially (on even years opposite the summer Olympics, 1994, 1998, etc.) in what is known as the "World Cup" to determine the world's soccer champion. A majority of the world's citizens view the World Cup as the world's most important athletic event.

3. Explain the following dilemma to the students:

The governing body for world soccer, the Federation Internationale de Football Association, or FIFA, consists of approximately 150 member nations. However, due to the length of the competition, the World Cup only accommodates twenty-four nations. In order to ensure that the Cup is truly a global affair, FIFA divides the twenty-four spots among five geographic regions. Despite this measure, each region would like a larger proportion of the twenty-four spots in order to send more of their countries to the World Cup.

Next, inform the students that in the following activity they will be divided into five groups corresponding to FIFA's five regions. Each group will research potential reasons why their particular region would like additional representation. Following the research, an international conference will be organized to explore future changes in representation. During the conference, each group will present a case for increasing their region's representation.

4. To provide students with a reference point, distribute Handout #1.6 and discuss it with them. Ask the students what most surprises them in terms of regional representation and population.

5. Optional: Time permitting, distribute Handout #1.7 to the students. First, ask the students to label the seven world continents and four world oceans. Next, ask the students to label, outline, and color, the twenty-four countries from Handout #1.6. Also, if feasible without compromising readability, ask the students to include the population figures. Finally, ask the students to title the map. Upon completing the map, ask the students to compare and contrast the written information from Handout #1.6 and the visual images of their maps. Although the information is the same, ask the students whether their maps help them better understand why some regions want to alter the regional representation of future World Cups.

6. Divide students into five equal groups and assign them to the five FIFA regions detailed on Handout #1.6.

7. Cut Handout #1.8 into five sections corresponding to the five regions. Provide copies of the appropriate section to each group member. Ask each group to arrange themselves so that they can work independently from the others.

8. Provide amply time for the students to research their guiding questions and begin arranging their arguments and constructing their case. Help the students with their research. In The World Almanac 1992 students will find helpful population figures and an overview of past World Cup winners and runner-ups. However, students may need additional research materials. Once the students' research is in full swing, provide each group with white construction paper and markers to make a sign identifying the region they will represent at the conference. More importantly, encourage the students to organize their research findings into a persuasive five minute presentation to be delivered at the conference. Encourage the groups to share responsibilities in preparing and presenting their respective presentations.

9. After each group has organized their presentation, arrange the classroom for the conference. Make sure that each group is sitting together and can see one another--a circle may work best. Next, begin the conference by restating its purpose: to determine the regional makeup of future World Cups. Inform the students/conference participants that each group will take turns presenting a case for increasing their region's representation. Also, following the presentation conference participants will be able to ask one another questions and refute one another's arguments. Encourage the students to write their questions down during one another's presentations.

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10. Ask the students which region would like to present first, second, third, fourth, and fifth. Following the regional presentations, facilitate a discussion/debate. Ask which group would like to direct a question or comment to another group. After the receiving group has responded to the question or comment ask them to direct a question or comment to another group. Continue in this fashion or introduce a more flexible format.

11. Conclude the activity by discussing the following questions with the students:

Was preparing for and participating in the conference fun? Why or why not?

How would you improve the conference?

On the surface, what was this activity about? On a deeper level, what was this activity about?

Assess your group's performance. In general, did your group work well together?

Did your group share responsibilities equally?

To what degree did your group adopt your region's perspective?

What did you learn through this activity about working with others?

What did you learn through this activity about world population?

What did you learn through this activity about how other people view the world?

What else did you learn through this activity?

Do you think the regional representation of future Cups will change? Why or why not?

Extending the Activity:

1. Organize five new groups consisting of one member from each region. Ask the students in each group to construct a compromise solution. Although the students will continue to represent their region's perspective, they should recognize the importance of concessions. Provide the students with a time deadline to facilitate this process.

2. Organize a second conference. Ask each group to present their suggested compromise. Facilitate a discussion of the five compromise proposals. Compare and contrast the proposals and survey the students to evaluate whether the class prefers one compromise proposal more than the others.

Evaluative Suggestions:

1. Assess the groups' research efforts. Did they share the responsibilities? Did they use their time constructively? Did they help one another?

2. Assess the groups' presentations. Again, was it a genuinely collective effort? Was it well organized? Was their case persuasive? Did their presentation skills strengthen their argument?

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3. Assess the conference. Did the groups listen well to one another's presentations? Did the groups respect whichever region had the floor by not interrupting one another? Were the students genuinely engaged? Was the discussion passionate? In other words, did the students truly adopt their region's perspectives?

4. Assign the following essay to the students:

   Many Europeans and South Americans argue that historical soccer excellence should be the primary criterion for determining the regional representation of future Cups. However, many Africans, Asians, and others argue that a region's population should be the primary criterion for determining the regional representation of future Cups. Based on your perspective, what should be the primary criterion for future Cups?

5. Challenge the students with the following activity:

   Review your classmates' suggested compromises. Then based on your perspective, propose a specific solution to the conflict of regional representation for the next World Cup. Make a chart showing the five FIFA regions and the specific number of nations that will represent each region in the next Cup. Following your chart, defend it in writing. Specifically, explain how you decided to divide the twenty-four spots among the five regions.

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REGIONAL REPRESENTATION 1990 WORLD CUP WITH ASSOCIATED POPULATION FIGURES

REGION/1990 REPRESENTATIVES	TOTAL POPULATION (ESTIMATES)	PERCENTAGE OF TOTAL WORLD POPULATION
EUROPE (including the former Soviet Union) 1. England 2. Belgium 3. Czechoslovakia 4. West Germany 5. The Netherlands 6. Spain 7. Yugoslavia 8. Ireland 9. Romania 10. Italy 11. Austria 12. Scotland 13. Sweden 14. Soviet Union	790 MILLION	14.8
SOUTH AMERICA 1. Colombia 2. Argentina 3. Brazil 4. Uruguay	300 MILLION	5.7
AFRICA 1. Cameroon 2. Egypt	795 MILLION	15.0
ASIA (including the Persian Gulf) 1. South Korea 2. United Arab Emirates	2,944 MILLION	56.1
NORTH AMERICA/CENTRAL AMERICA/ THE CARIBBEAN 1. Costa Rica 2. United States	432 MILLION	8.1

Source: The World Almanac 1992. NY: Pharos Books.

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WORLD MAP

BUILDING A CASE FOR INCREASED CUP REPRESENTATION

GUIDING QUESTIONS: ASIA

1. How many Asian countries are there? What percentage of Asian countries competed in the 1990 World Cup?

2. How many countries are there in Europe? What percentage of European countries competed in the 1990 World Cup? How many countries are there in South America? What percentage of South American countries competed in the 1990 World Cup? Compare and contrast your findings from questions 1 and 2.

3. What was Asia's total population in 1990? What percentage of the world's total population does Asia's population represent? What is Asia's population projected to be in the year 2000? In the year 2000, what percentage of the world's projected population will Asia's population represent? What is Asia's population projected to be in the year 2025? In the year 2025, what percentage of the world's projected population will Asia's population represent? Since a majority of World Cup teams are European, compute the same population figures for Europe. Compare and contrast your findings.

4. Should Asia's increasing economic influence result in increasing World Cup representation? If so, why?

5. If Asia's World Cup representation was increased would it mean more to Asians than increased representation would mean to citizens from other regions? In other words, are there unique reasons explaining why World Cup invitations mean more to Asian countries than to countries from the other regions? Why?

6. What additional reasons can you propose for increasing Asia's representation?

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GUIDING QUESTIONS: AFRICA

1. How many countries are there on the African continent? What percentage of African countries competed in the 1990 World Cup?

2. How many countries are there in Europe? What percentage of European countries competed in the 1990 World Cup? How many countries are there in South America? What percentage of South American countries competed in the 1990 World Cup? Compare and contrast your findings from questions 1 and 2.

3. What was Africa's total population in 1990? What percentage of the world's total population does Africa's population represent? What is Africa's population projected to be in the year 2000? In the year 2000, what percentage of the world's projected population will Africa's population represent? What is Africa's population projected to be in the year 2025? In the year 2025, what percentage of the world's projected population will Africa's population represent? Since a majority of World Cup teams are European, compute the same population figures for Europe. Compare and contrast your findings.

4. If Africa's World Cup representation was increased, would it mean more to Africans than increased representation would mean to citizens from other regions? In other words, are there unique reasons explaining why World Cup invitations mean more to African countries than to a countries from the other regions? Why?

5. What additional reasons can you propose for increasing Africa's representation?

GUIDING QUESTIONS: SOUTH AMERICA

1. Going back to 1930, how have South American teams done in World Cup competitions? Has a South American team ever won the Cup? If so, how many times? What does the historical record suggest about the quality of South American soccer?

2. If South America's World Cup representation was increased would it mean more to South Americans than increased representation would mean to citizens from other regions? In other words, are there unique reasons explaining why World Cup invitations mean more to South American countries than to countries from the other regions? Why?

3. What was South America's (don't include Central America or The Caribbean) total population in 1990? What percentage of the world's total population does Africa's population represent? What is South America's population projected to be in the year 2000? In the year 2000, what percentage of the world's projected population will South America's population represent? What is South America's population projected to be in the year 2025? In the year 2025, what percentage of the world's projected population will South America's population represent? Since a majority of World Cup teams are European, compute the same population figures for Europe. Compare and contrast your findings.

4. What additional reasons can you propose for increasing South America's representation?

5. Other regions are constructing cases suggesting that they deserve increased representation. How do you plan to counter their proposals?

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GUIDING QUESTIONS: NORTH AMERICA/CENTRAL AMERICA/THE CARIBBEAN

1. What evidence is there that soccer is gaining popularity in the United States? (This is an important question because if soccer is gaining popularity in the United States, it is more and more likely that the U.S. national team will improve and increase its chances of playing in future Cups. This may leave the remaining North American/Central American/ and Caribbean region competing for only one berth.

2. If North America, Central America, and the Caribbean's World Cup representation was increased, would it mean more to this region's people than increased representation would mean to citizens from other regions? In other words, are there unique reasons explaining why World Cup invitations mean more to North American/Central American/and Caribbean countries than to countries from the other regions? If so, what are the unique reasons?

3. In order for your region to gain representation, another region must lose representation. Which of the other regions has a disproportionate number of representatives? What arguments are there for reducing that region's representation?

4. What additional reasons can you propose for increasing your region's representation?

GUIDING QUESTIONS: EUROPE

Note to the European Representatives: In many ways, you have the most difficult task. For a multitude of reasons, the other four regions will suggest that you have a disproportionate number of representatives. Attempting to increase your representation is unrealistic. Your primary goal should be to maintain the status quo. In other words, you should consider yourselves successful if you prevent a reduction in representation.

1. Going back to 1930, how have European teams done in World Cup competitions? Has a European team ever won the Cup? If so, how many times? What does the historical record suggest about the quality of European soccer?

2. Does competing in the World Cup mean more to Europeans than to citizens from other regions? Why?

3. What additional reasons can you propose for maintaining Europe's present level of representation?

4. Other regions are constructing cases suggesting that they deserve increased representation. For example, they may argue that they deserve increased representation based upon the large number of countries in their region and the size of their populations. How do you plan to counter these and other suggestions?

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Title: **UN PEACEKEEPING: AN ALTERNATIVE TO WAR**

Introduction: Throughout the world, United Nations' peacekeeping forces play an increasingly pivotal role in managing conflict. Despite this, most students are unfamiliar with these operations. In this activity, students acquire information about the purposes behind, and the extent of, UN peacekeeping operations. Additionally, students create advertisements intended to persuade more people to volunteer for peacekeeping operations.

Objectives: Upon completion of this activity, students will be able. . .

To explain the purposes behind, and the extent of, UN peacekeeping operations.
To employ art in a persuasive manner.

Grade Level: 9-12

Time: One class period plus homework

Materials:
World map
Handout #1.9, "UN Peacekeeping: An Overview"
Handout #1.10, "Pursuing Peace: An International Campaign"
Construction paper or poster material, markers, stencils, colored pencils

Procedures:

1. Begin the activity by providing the students with a brief historical overview of the United Nations. At minimum, inform the students that the UN was established at the close of World War II to facilitate world peace. One of its principal purposes, as defined by the UN charter, is to ". . . achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character." Inform the students that they are going to learn about an increasingly important UN function: peacekeeping operations.

2. Familiarize the students with UN peacekeeping locations and ask volunteers to point them out on a world map.

Note to Teacher: In mid-1992, 50,000 troops were serving in twelve places: El Salvador, Cyprus, Western Sahara, Angola, Yugoslavia, Jerusalem, Southern Lebanon, Golan Heights, Iraq-Kuwait, Cambodia, India-Pakistan, and Somalia.

3. Distribute Handout #1.9 to the students and read it with them. Afterwards, take time to clarify any questions the students might have.

4. Distribute Handout #1.10 to the students and read it with them.

5. Once Handout #1.10 is clearly understood, organize the students into pairs. Provide art materials and ask the students to select the category that most interests them and to begin planning their advertisements. The students who are most interested in the video category should think through an appropriate film site and begin writing a script. Encourage the remaining students to first sketch their

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advertisements in pencil. Once the students are pleased with their sketches, provide them with any art materials they may need to complete their advertisements.

Note to Teacher: This activity necessitates creativity; consequently, you may want to provide more than one day for completion.

6. Ask each pair to display, or show, their advertisement.

7. Conclude the activity by discussing the following questions:

   Describe the creative process that resulted in your advertisement. Did you and your partner work well together? Why or why not?

   Which advertisements are most persuasive? What makes them most persuasive?

   Would you consider volunteering for peacekeeping service? Why or why not?

Extending the Activity:

1. Organize a panel of judges (other teachers, students, nonteaching staff, parents) to select three or four advertisements for special recognition. Before asking the volunteer judges to make any decisions, narrow the number of advertisements down to a workable number and meet with them to review the criteria.

2. Ask the students to map the locations of current UN peacekeeping operations.

3. Assign groups of students to the individual conflicts where UN peacekeeping troops are operating. Ask the students to research and prepare presentations on the conflicts.

4. Ask students to devise a plan for raising the $50 million needed to create a reserve fund to help launch UN peacekeeping operations more quickly. As opposed to national solutions, encourage the students to think of international ones.

5. Discuss with the students the advantages and disadvantages of the following proposition: Every 18 year old (male and female) should serve as a UN peacekeeper for a period of ten months.

Evaluative Suggestion:

Evaluating artistic works is difficult. However, if the criteria (Handout #1.10) are carefully applied, it is possible to distinguish between "successful" and "less successful" advertisements.

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UN PEACEKEEPING: AN OVERVIEW

In 1956, Lester Pearson, Canada's foreign minister, invented the concept of peacekeeping. Although peacekeeping isn't mentioned in the UN charter, peacekeeping operations are designed to minimize tension in conflicted areas in order to provide diplomats with added time to resolve the underlying problems. From the United States' perspective, peacekeeping operations are designed to contain conflicts that could end up involving the United States military, interrupt commerce and trade, and heighten the flow of refugees.

The only limits to peacekeeping action are what the Security Council will authorize, the General Assembly will finance, and what the countries or groups involved in a conflict are willing to accept. Before an operation, the UN supplies training guidelines to troops that are trained in their own countries. Once they are trained, troops remain in national units and wear their own uniforms, but work together under one UN commander. Most troops come from a handful of countries; however, about one-third of the UN's membership, fifty-eight nations, contribute equipment and additional support. Guns, not carried at all on some missions, are used only in self-defense.

Since 1956, twenty-five UN peacekeeping operations have been launched. In mid-1992, 50,000 troops were serving in twelve places: El Salvador, Cyprus, Western Sahara, Angola, Yugoslavia, Jerusalem, Southern Lebanon, Golan Heights, Iraq-Kuwait, Cambodia, India-Pakistan, and Somalia. Recently, UN operations have expanded from conflict containment to conflict resolution, election monitoring, and even the promotion of human rights.

UN officials recognize that they are entering a new era of increasing danger and responsibility. As a result, a more orderly system of recruiting peacekeepers and managing and financing peacekeeping operations is needed. Financing operations is increasingly difficult. Recent operations in Yugoslavia and Cambodia are expected to push annual peacekeeping costs to around three billion dollars. The UN asks the United States to pay 30 percent of the peacekeeping costs. In addition, plans are underway to set up a fifty million dollar reserve fund to help launch UN peacekeeping operations more quickly.

UN peacekeeping efforts face several additional challenges. First, too few countries contribute to the forces. Second, it is tough to recruit enough people and its tough to recruit the right people. Third, US lawmakers feel that the US share of dues is too high. They point out that they pay more than the entire European Community and two and one-half times as much as Japan. Fourth, some people argue that peacekeeping efforts actually prolong conflicts by removing a sense of urgency from them. Finally, it is difficult for the UN to decide when peacekeeping forces should intervene in conflicts.

Adapted from: Lucia Mouat, "UN Peacekeepers Face Tough, New Challenges" Christian Science Monitor (March 25, 1992): 10-11.

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PURSUING PEACE:
AN INTERNATIONAL CAMPAIGN

Imagine that the Secretary General of the United Nations has organized a contest among the world's high school students. The purpose of the contest is to acquire the best possible advertisements in order to initiate an international campaign to persuade more people to volunteer for peacekeeping operations. Advertisements will be judged in four categories: magazine ads, posters, video, and to encourage creativity, an open category.

The Secretary is particularly interested in recruiting young men and women from eighteen to twenty-four years of age. According to the Secretary, recruits will need to commit to a ten month length of service. In addition, the Secretary has worked diligently to secure funds to cover each recruit's travel and living expenses and like the Peace Corps, to pay them a small living allowance as well.

The Secretary views volunteering for peacekeeping service as a viable option for a number of reasons. First, young adults frequently struggle with whether their lives have meaning. The Secretary argues, "What better way to create meaning in a person's life than by helping avert war?" Second, the Secretary values peacekeeping's secondary benefit: heightened cross-cultural understanding through the recruits' contacts with one another.

Third, over the course of their service, recruits will undoubtedly learn a lot about themselves. Upon completing their service, most recruits will reflect positively upon the challenges they endured and the confidence they gained. Fourth, it is important to recognize that peacekeeping is dangerous work and this fact will appeal to some young adults' sense of adventure. Finally, the Secretary proposes that as long as some parts of the world enjoy peace and prosperity, a moral imperative exists to help the victims of continual poverty and violence.

UN officials will judge the advertisements based upon the following criteria:

EVIDENCE OF CREATIVITY

INTERNATIONAL APPEAL

CONSTRUCTIVE USE OF A SLOGAN OR MOTTO

ABILITY TO CATCH ONE'S EYE

GENERAL PERSUASIVENESS

GENERAL VISUAL APPEAL (including neatness of lettering and use of color)

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II. AFRICAN ACTIVITIES

Title: **PIECING TOGETHER A FRAGILE CONTINENT**

Introduction: This activity is designed to introduce students to the African continent through the writing process. Students collectively organize and write an essay that touches upon Africa's size and diversity, transnational contacts, colonial experience, and present condition.

Objectives: Upon completion of this activity, students will be able. . .

To organize information into coherent themes.
To better understand the writing process.
To describe, in general terms, Africa's size and diversity, transnational contacts, colonial experience, and present condition.

Grade Level: 9-12

Time: Two class periods

Materials: Handout #2.1, "A Fragile Continent"
Handout #2.2, "A Fragile Continent: One Suggested Form"

Procedures:

1. Begin the activity by reviewing with the students that when writing, ideas are organized within paragraphs. Next, explain to the students that they are going to work as teams to organize apparently disconnected information about Africa into coherent paragraphs, and eventually, into an introductory essay.

2. Write, but not in order, the six topics on the board (Size and Diversity, Africa in World Perspective, The Colonial Era, The Colonial Legacy, The "African Crisis," The 1990s and Beyond). Randomly provide each student with individual pieces of information cut out from Handout #2.1. (There are thirty-five pieces of information altogether--if there are fewer students, choose one or two topics to skip or give students more than one piece of information--if some students are given two pieces of information make sure they are from the same topic.)

3. Ask each student to read their piece of information closely and to think about which of the six topics their information is most closely related. Ask the students to get out of their seats and find the other students with information pertaining to the same topic.

4. Have those students with information pertaining to the same topic form a circle and sit together.

5. Have each student read their pieces of information to the group. Afterwards, ask them to discuss among themselves how to most effectively arrange the pieces of information to make an organized paragraph. Ask them to choose one student to write the paragraph and one student to read the completed paragraph to the class.

6. Have the students return to their original seats and redirect their attention to the six topics on the board. Explore with them the best possible sequence for the topics. For whatever sequence they decide upon, ask the students to explain their rationale.

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7. Ask student representatives to read their respective paragraphs.

8. Provide students with Handout #2.2. Compare and contrast it with the students' essay.

Note To Teacher: In comparing the two, emphasize that both Africa and the writing process are complex. As a result, there is more than one way to order the sentences and topics. The students' explanations for their decisions are more important than their actual decisions.

9. Conclude the activity by discussing the content of the introductory essay. In particular, discuss the following questions:

Why is it difficult to generalize about Africa?

When did the transatlantic slave trade begin? How many Africans were enslaved?

What was colonialism? How did Europeans justify their colonial activity?

Is Africa changing? How?

What is meant by the term "African crisis"?

In the essay, one sentence read, ". . . despite serious challenges, and an unknown future, Africa is not a hopeless or even a sad place." Why isn't Africa a hopeless or sad place?

Extending the Activity:

Encourage students to research one of the six topics in more depth.

Evaluative Suggestion:

Assess the students' ability to work together. For example, observe each group to determine how many students actively participated in the decision making. Also, observe which groups managed their differences in opinion and which did not.

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A FRAGILE CONTINENT

SIZE AND DIVERSITY

Africa is the second largest continent in the world. Only Asia covers a larger area than Africa. It is more than three times the land area of the continental United States.

The world's largest desert, the Sahara, stretches across northern Africa. It covers an area almost as large as the United States. Africa also has the world's longest river--the Nile. It is 4,000 miles or 6,400 kilometers long.

Africa's population is approximately 700,000,000 and growing faster than any other world region.

Africa consists of 54 separate countries that in many ways are different from one and another.

For example, south of the Sahara, there are more than 800 ethnic groups. Each group consists of people who have in common their own history, language, religion, artistic traditions, and way of life. As a result, there are over 800 languages spoken in Africa that are as distinct as English is from Spanish. Also, large areas of the continent are virtually uninhabited, while others are densely populated.

This diversity makes it difficult and at times misleading to generalize.

AFRICA IN WORLD PERSPECTIVE

Africa was the source of the earliest human biological and cultural developments and therefore, the point from which some of the most important aspects of human society and growth originated.

Africa also drew from other continents for notable innovations in agriculture and technology: food crops such as corn, cassava, and yams from the Americas and East Asia, and the knowledge of iron probably from the Middle East.

As early as 1000 A.D., Africa was part of a busy Indian Ocean trading system dealing with distant places in Arabia, India, Persia, and China. At the same time, the Middle East and Europe were exchanging scholars and ideas with important centers of learning in Africa, while West Africa exported gold and other economic goods to Europe.

Also, as a result of the transatlantic slave trade beginning in the sixteenth century, about eleven million Africans were forcibly taken to the Caribbean, North America, and Latin America.

Today, many African-Americans are becoming increasingly aware of their ancestry.

Clearly, the African element in the making of America has been as important as that of immigrant groups such as the Poles, the Italians, the Irish, and the Jews.

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THE COLONIAL ERA

Colonialism was essentially a system of political, economic, and cultural domination that was imposed throughout the African continent, with the exceptions of Liberia and Ethiopia, from the 1870s through the 1950s by Belgium, Britain, France, Germany, Italy, Portugal and Spain.

In the nineteenth century, Europeans felt it was the duty of the "higher" civilizations to conquer the "lower" civilizations in order to bring progress and prosperity to all parts of the world.

The Europeans had straightforward goals: to maintain law and order, to foster obedience and loyalty to their colonial representatives, and to defend and promote the political and economic interests of their country.

The colonial powers assumed that African rule would be more or less permanent. As a result, the colonial state was autocratic, not democratic.

For the Africans, the colonial state was a foreign institution. The official language was a European language unknown to all but a tiny minority of the colonized population.

Also, within a single territory, the colonial state brought together many different ethnic groups which were obliged to coexist according to the colonizer's rules. The colonizers did little to unite their subjects. Instead, they kept the various groups apart to prevent alliances which might challenge colonial rule.

THE COLONIAL LEGACY

Although the colonial system was often justified in terms of its "civilizing" mission, Western education was made available to less than 5 percent of the school-age population.

For the few who attended school, they learned that European culture and civilization were superior to their own, and they were taught to reject their former religious practices and cultural traditions.

In addition, many of the ethnic conflicts which presently plague Africa had their roots in the colonial policies of the colonial era that favored certain traditional authorities, regions, and ethnic groups over others.

Also, traditional authority was weakened throughout much of Africa as a result of the inclusion of traditional African rulers as subordinates in the colonial system performing unpopular tasks, like collecting taxes and recruiting labor for the colonial power.

The majority of Africans came to regard them as European agents rather than as spokesmen for their interests. However, all of Africa's persistent problems cannot be attributed to the colonial era. Additional factors must be examined.

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THE "AFRICAN CRISIS"

Africa has the lowest global life expectancy, the lowest nutritional levels, the lowest literacy levels, the least access to medical care and safe water supplies, the highest population growth, and the highest infant mortality rates in the world.

Of the fifty poorest countries in the world, two-thirds are located in Africa.

Also, Africa has the distinction of being the only world region where population growth has exceeded food production over the past quarter-century.

Africa's population is accelerating at approximately 3 percent per year. Fertility has remained constant, but more children are surviving birth.

Rapid population growth has intensified the pressure on governments to meet the consumption needs of more people for education, health care, and other basic services.

In addition, environmental difficulties increasingly add to the "African Crisis." The continuous growth of deserts and destruction of tropical rain forests have intensified the consequences of recurrent drought. Also, fragile African soils have been greatly damaged by increased population pressure.

THE 1990S AND BEYOND

Presently, Africa is changing as momentously as it did in the late 1950s, when Africans began to regain their independence.

An end to the U.S.-Soviet rivalry has deprived combatants in the continent's longest civil wars of the means to kill each other. As a result, decades-old conflicts have wound down in Ethiopia and Angola.

Also, the desire for political freedom and civil rights that exploded in Eastern Europe in 1989 has spread south. This movement has begun to erode the power of dictators who for three decades have been contributing to the "African crisis."

Authoritarianism, for the first time since independence, is beginning to bend to democracy. No African leader is immune to the pressure for multiparty elections, a free press, and independent courts.

Although Africa's future is unknown, African values endure and continue to hold the continent together. Africa is a land where the bonds of family keep old people from feeling useless and guarantee that no child is an orphan, where religion is a joyful experience and where when you ask a man for directions he will get in your car and ride with you to your destination--and insist on walking home.

As a result, despite serious challenges, and an unknown future, Africa is not a hopeless or even a sad place.

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A FRAGILE CONTINENT: ONE SUGGESTED FORM

SIZE AND DIVERSITY

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The official language was a European language unknown to all but a tiny minority of the colonized population. Also, within a single territory, the colonial state brought together many different ethnic groups which were obliged to coexist according to the colonizer's rules. The colonizers did little to unite their subjects. Instead, they kept the various groups apart to prevent alliances which might challenge colonial rule.

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Blaine Harden. Africa: Dispatches From a Fragile Continent. Boston: Houghton Mifflin Company, 1990. Phyllis M. Martin and Patrick O'Meara. Africa. 2ed. Bloomington: Indiana University, 1986.

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Title: **WHAT AN INTRIGUING COUNTRY. . . I MEAN CONTINENT!**

Introduction: In this activity, students learn about misleading terms and outdated ideas related to Africa. In a hypothetical situation, students are appointed editors of their school papers. In their editorial role, students proofread an article submitted by a classmate who has recently returned from Africa. In the end, students gain heightened awareness of common misconceptions surrounding Africa.

Objectives: Upon completion of this activity, students will be able. . .

To identify stereotypical thinking regarding Africa.
To provide sensitive alternatives to written and visual fallacies.

Grade Level: 9-12

Time: Two class periods

Materials: Handout #2.3, "Recognizing Stereotypes and Myths"
Handout #2.4, "African Journey: Trip of a Lifetime"
Handout #2.5, "Suggested Revisions"
Overhead projector

Procedures:

Introductory Note: This activity is intended to sensitize students to historical misconceptions surrounding Africa. It is important to recognize that everyone stereotypes to varying degrees. In fact, it can be pointed out that Africans' perceptions of Americans, and life in the United States, are frequently inaccurate. It is also important to display patience and tolerance towards the students' as they begin employing suggested alternatives to misleading terms and outdated ideas.

1. Begin the activity by discussing the following question with the students and writing responses on the chalkboard: How are teenagers commonly viewed? Explore media images, teachers' views, parents' perceptions, automobile insurers' views, etc. More specifically, discuss the following questions with the students:

Are these images (written on the board) accurate or do they reflect stereotypes?

Do high school students stereotype among themselves? Provide examples.

Why do people stereotype? (inaccurate information or the absence of information frequently contribute)

What are the negative aspects of stereotyping?

2. Ask students what impressions first come to mind when they think of Africa. Write their answers on the board (you will want to refer to them later).

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3. Provide students with Handout #2.3. Read and discuss the handout with the students. Refer back to their initial impressions and ask the students if some of them unwittingly volunteered common misconceptions.

Note To Teacher: Emphasize that Handout #2.3 isn't exhaustive. Therefore, it is possible that some of their other impressions are inaccurate. They will have to evaluate them as they continue to study Africa.

4. Present the following hypothetical situation to the students:

> **You have been appointed editor of the school paper. As a result, your primary responsibility is to proofread articles to ensure their accuracy. One of your classmates has just returned from a vacation in Africa. She has written an article on the trip and hopes to have it appear in the school paper.**

5. Provide Handout #2.4 to each student. Explain to the students that their task is to carefully proofread the article. In particular, they should pay attention to specific words and general ideas that may reflect stereotypical or out-dated thinking. Once the students have identified words or ideas that are inaccurate, instruct them to neatly make corrections directly above the line or in the margin. This is to be done individually. Encourage the students to refer to Handout #2.3.

6. Ask a student to explain the assignment in his or her own words. Clarify any misunderstanding and complete the first sentence together. (The error in the first sentence is using "country" instead of "continent.") Circulate among the class and help individual students. Instruct the students that finish most quickly to quietly compare their revisions with one another.

7. Make an overhead transparency of Handout #2.5. Read the article sentence by sentence and ask the students to suggest revisions. Following their suggestions, gradually reveal the transparency, and ask them to compare and contrast their ideas with those on the transparency. If the students overlook particular stereotypes or myths ask them to make additional revisions.

Note To Teacher: If the ability to make transparencies, or an overhead is unavailable, you can ask student volunteers to write the paragraphs on the board.

8. Conclude the activity by discussing the following questions with the students:

In general, why do people stereotype?

More specifically, why are stereotypes and myths about Africa so common?

Why is it important to guard against misleading terms and outdated ideas?

In studying Africa, how can we guard against misleading terms and outdated ideas?

Extending the Activity:

1. Ask students to write a note back to A. Classmate thoughtfully explaining their revisions.

2. Design and implement a survey of foreign citizens' views about your country and its people--foreign students may provide a valuable and easily accessible source of information. Assess and discuss the accuracy of their impressions.

3. Ask each student to find a source pertaining to Africa (a series of photographs, a magazine article, a newspaper article, a movie, a television program, or a textbook) and ask them to critique the

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accuracy of their source. Instruct them to assign a letter grade to their source and write a one or two paragraph rationale for why they assigned the particular grade that they did and how they would improve the material.

Evaluative Suggestion:

"Extending the Activity" suggestion #3 immediately above is an excellent evaluative tool.

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RECOGNIZING STEREOTYPES AND MYTHS

Introduction: Frequently, people who produce television programs and movies, who write textbooks, and who contribute to newspapers and magazines present inaccurate images of Africa. The following terms are misleading and reflect stereotyped thinking. Suggested alternatives are provided.

Key Terms and Definitions:
myth: a false belief
stereotype: a conventional and usually oversimplified conception or belief; to form a fixed unvarying idea about
misconception: a wrong interpretation

Misleading Terms:

1. natives	'people'	5. witch doctor'	traditional healer'
2. hut	'house' or 'home'	6. witch craft	traditional medicine'
3. tribe	'ethnic group'	7. uncivilized, primitive	don't use them at all, they are unnecessary
4. jungle	'rain forest'		

Outdated Ideas:

1. **Africans are uncivilized and primitive.**
   False. This view suggests that societies demonstrating technological knowledge and material achievement are better, more advanced, and more civilized than those that do not. People who subscribe to this view fail to understand the importance of cultures that place greater value on human relationships than material development.

2. **African history begins when European explorers arrived.**
   False. Extensive, wealthy, and complex kingdoms and empires thrived in Africa long before Europeans arrived.

3. **African culture is homogeneous.**
   False. It is very difficult to discuss a homogenous "African culture." There are over 800 separate ethnic groups, and as a result, tremendous cultural diversity.

4. **African culture is exotic.**
   Mostly false. Africans typically wear clothes similar to people in the United States and children enjoy playing soccer in their spare time. Also, by 2020, more than 50 percent of Africans will live in cities.

5. **Africa and exotic wildlife are inseparable.**
   False. Domestic animals are far more important to most Africans than wildlife. Wild animals do not roam about in towns. In fact, many Africans living in the United States view wildlife for the first time in zoos. Increasingly, only remote parts of the continent are home to wild game.

6. **Africans speak "African."**
   False. There is no language called "African." Africa has over 800 separate languages.

7. **Africa is hot and rainy.**
   Partially false. Tremendous diversity exists in temperature and rainfall. Snow-covered areas can be found in Africa. Also, rainfall is seasonal or inadequate throughout most of the continent.

Adapted from: Joseph K. Adjaye and Kweku Andres. Dealing With Stereotypes: Some Suggestions on Expressions to Avoid. University of Wisconsin-Madison: African Studies Program.

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AFRICAN JOURNEY: TRIP OF A LIFETIME

by A. Classmate

I have to admit, when my parents suggested a trip to Africa, I had my doubts. Africa, just wasn't the country where I had planned to spend my holiday. However, before I knew it, we were flying over the Atlantic Ocean. My parents convinced me that we would enjoy the exotic culture and wildlife. I wondered if I would learn to speak any African in the two weeks that we would be there. I also wondered what it was going to be like in such a primitive country where more people have radios than televisions and more people walk than drive their own cars. We had hotel reservations, so I wasn't worried about having to stay in huts. Beyond those initial thoughts, I was really looking forward to hearing what the jungle sounded like. As our plane landed, I peered out the window straining to see an elephant or lion.

We spent the first few days walking around and shopping in Nairobi, the city we had flown into. I was surprised at how friendly the natives were. In fact, I was surprised at how normal downtown Nairobi looked. As we shopped, I noticed the streets were nicely paved, the signs were in English, there were a lot of modern stores, and the natives were wearing stylish clothes. I bought some exotic postcards with pictures of witch doctors utilizing witch craft. As the sun set, we returned to our hotel. We didn't bring jackets, and surprisingly, we were getting cold.

Over the course of our trip, we encountered some very interesting tribes. I was surprised that most of the tribes spoke completely different languages. I was equally surprised that we didn't see any wild game except inside the wildlife parks. In fact, inside the parks we only saw a few elephants, giraffes, and zebras. Our guide explained to us that if it had been the rainy season we would have seen more animals. I have to admit that I enjoyed the entire trip. On the flight home, instead of watching the movie, I read a book about African history. Among other things, I learned that Livingston discovered the famous Victoria Falls. Africa is definitely one country I hope to visit again.

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SUGGESTED REVISIONS

by A. Classmate

I have to admit, when my parents suggested a trip to Africa, I had my doubts. Africa, just wasn't the ~~country~~ Continent where I had planned to spend my holiday. However, before I knew it, we were flying over the Atlantic Ocean. My parents convinced me that we would enjoy the (exotic culture and wildlife.) I wondered if I would learn to speak any African language in the two weeks that we would be there. I also wondered what it was going to be like in ~~such~~ a ~~primitive country~~ continent where more people have radios than televisions and more people walk than drive their own cars. We had hotel reservations, so I wasn't worried about having to stay in ~~huts.~~ African homes. Beyond those initial thoughts, I was really looking forward to hearing what the ~~jungle~~ rain forest sounded like. As our plane landed, (I peered out the window straining to see an elephant or lion.)

We spent the first few days walking around and shopping in Nairobi, the city we had flown into. I was surprised at how friendly the ~~natives~~ people were. In fact, I was surprised at (how normal downtown Nairobi looked.) As we shopped, I noticed the streets were nicely paved, the signs were in English, there were a lot of modern stores, and the ~~natives~~ people were wearing stylish clothes. I bought some (exotic postcards) with pictures of ~~witch doctors~~ traditional healers utilizing ~~witch craft~~ traditional medicine. As the sun set, we returned to our hotel. We didn't bring jackets, and surprisingly, (we were getting cold.)

Over the course of our trip, we encountered some very interesting ~~tribes~~ ethnic groups. I was surprised that most of the ~~tribes~~ groups spoke completely different languages. I was equally surprised that we didn't see any wild game except inside the wildlife parks. In fact, inside the parks we only saw a few elephants, giraffes, and zebras. Our guide explained to us that if it had been the rainy season we would have seen more animals. I have to admit that I enjoyed the entire trip. On the flight home, instead of watching the movie, I read a book about African history. Among other things, I learned that Livingston ~~discovered~~ was the first European to see the famous Victoria Falls. Africa is definitely one ~~country~~ continent I hope to visit again.

* avoid making the exotic culture and wildlife atypical the typical

* wild animals don't run about

* limit comparisons to your way of life

* atypical

* tremendous diversity exists in temperature and rainfall

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Title: **REVISITING THE "SCRAMBLE FOR AFRICA"**

Introduction: In this activity, students reenact the 1884-1885 Berlin Conference. At the original Conference, several European countries imposed borders upon the African continent. In the reenactment, students are provided with pertinent geographical information and are asked to redraw Africa's political borders in order to facilitate cultural cohesiveness, peace, stability, and prosperity. Students analyze and synthesize geographical information and redraw the map. In the end, they are sensitized to the contemporary challenges caused by Africa's externally imposed political borders.

Objectives: Upon completion of this activity, students will be able . . .

To explain how the political borders of contemporary African countries were determined.
To identify persistent challenges posed by Africa's political borders.
To critically analyze and synthesize geographical information
To suggest alternatives to current African borders.

Grade Level: 9-12

Time: Three class periods

Materials:
Handout #2.6, "The Berlin Conference"
Handout #2.7, "Revisiting the Berlin Conference"
Handout #2.8, "African Map Series"
Handout #2.9, "African Map Outline"
Handout #2.10, "Contemporary Africa"
A contemporary political map of Africa
An overhead projector and transparencies

Procedures:

Note to Teachers: The activity concludes with a comparison between the students' maps and the contemporary African map; therefore, try to avoid showing students a contemporary African map until after the activity.

1. Introduce the activity by asking the students: How are nations' political boundaries determined? What factors come into play (physical geography, history, political agreements, etc.)? Next, ask the students if political borders ever change. If they suggest borders are permanent, show them maps from other time periods and discuss the Israeli-Arab conflict, India-Pakistani relations, Iraq's conflict with Kuwait, the Eritrean effort to secede from Ethiopia, the integration of Germany, the breakup of the Soviet Union, etc. On the other hand, if they suggest boundaries do change, ask the students for examples and supporting evidence.

2. Ask the students:

   What are the advantages and disadvantages of different countries borders? In other words, what are the potential advantages and disadvantages of large countries?

   What are the potential advantages and disadvantages of linear or straight borders?

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What are the advantages and disadvantages of access to lakes, rivers, and oceans? What are the advantages and disadvantages of sharing borders with several other countries? In other words, what are the potential advantages and disadvantages of being relatively isolated and not sharing borders (like Madagascar) with any other countries?

Do political borders influence the way nations develop?

3. Turn the students' attention to Africa. Inform them that in 1884-1885, African countries had their borders imposed upon them by European powers. Provide the students' with Handout #2.6. Read and discuss the handout with the students.

4. Provide the students with a brief overview of the activity by explaining to them that they have been chosen to reenact the Berlin Conference. Distribute, Handout #2.7 to the students and read and review the first three sections with them.

5. After reading the third section, entitled "Your Task," ask the students to select and sit with a partner.

6. Provide the students with both Handout #2.8 and Handout #2.9. Continue reading and explaining Handout #2.8 with the section entitled, "The Steps." Have students prepare their reports.

Note To Teacher: Although Handout #2.7 should be self-explanatory, point out to the students that steps four and five (the process) are more important than steps two and three (the product). The students' essays and oral presentations will demonstrate how deeply they analyzed the map information and how well they applied that information to develop a mapping strategy. In other words, there is no "correct" answer when it comes to drawing the political borders. However, mapping strategies will be either well developed and thoughtfully constructed or poorly developed and casually constructed.

7. Ask the students to present their oral reports. If the materials are available, the reports will be strengthened by making overhead transparencies of their maps and providing them with an overhead projector. If this isn't feasible, ask the students to hold their maps up or pass them around.

8. Distribute Handout #2.10 to the students and ask them to carefully analyze it. Point out The Gambia in West Africa and ask the students what they think about its borders. Discuss with the students the similarities and differences between their maps and the contemporary African map.

9. Conclude the activity by highlighting the recurring challenges exacerbated by Africa's externally imposed political boundaries. In particular, overview the problems posed by ethnic conflicts and linguistic pluralism. Also, discuss the following questions with the students:

Occasionally, the Berlin Conference is referred to as the "Conference of Great Powers." In your opinion, is this an accurate reference, or do you agree with the authors referred to earlier who might refer to it as the "Conference of Greedy Acquisitiveness." What title do you recommend? Why?

When modern countries have border disputes, should other countries, or international organizations like the United Nations, get involved in the conflict? Why or why not?

If other countries or organizations should get involved, what criteria should be established to monitor this involvement? (Consider Iraq/Kuwait, India/Pakistan, hypothetically the United States and Canada, or the United States and Mexico.)

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Extending the Activity:

1. Display the students' maps. Ask the students to select the three best. Tabulate the results and discuss why they chose the ones that they did. Present awards to the six students.

2. Guide the students in conducting more detailed research on the Berlin Conference.

3. Guide the students in conducting research on individual countries like The Gambia whose borders are highly unique.

Evaluative Suggestion:

Based on the oral reports, assess whether the students' maps derived from well-developed and thoughtful strategies or poorly developed and less thoughtful ones.

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THE BERLIN CONFERENCE

By the 1870s, superior technological and military strength allowed Europe to conquer and occupy the African continent. However, the primary causes for colonization were political and economic. First, the leading European powers were engaged in rivalries similar to the Cold War rivalry between the United States and the Soviet Union. Nations competed to increase their power by extending their colonial empires. Second, the expanding world capitalist system caused major industrial powers to scramble for access to new markets for their economic goods, improved trade routes and additional natural resources. Increasingly, conflicts arose between the powers. Consequently, they agreed to meet at a conference to establish ground rules for partitioning Africa. In November 1884, without a single African country in attendance, representatives from Austria-Hungary, Belgium, Denmark, France, Germany, Great Britain, Holland, Italy, Portugal, Russia, Spain, Sweden/Norway (Norway was then part of Sweden), Turkey, and the United States convened in Berlin.

As a result of the conference, African peoples were divided, unified regions were ripped apart, and traditionally hostile societies were forced together. Regrettably, the Europeans' decision making ignored the cultural cohesion of Africa. One author has some harsh words for the conference participants:

> The Berlin Conference was Africa's undoing in more ways than one. Not only did the colonial powers superimpose their domains on the African continent; when independence returned to Africa after 1950, the realm had by then acquired a legacy of political fragmentation that could neither be eliminated nor made to operate satisfactorily. The African politico-geographical map is, therefore, a permanent liability that resulted from three months of ignorant, greedy acquisitiveness during the period of Europe's insatiable search for minerals and markets. (De Blij, Muller, p. 438)

Source : Harm J. De Blij and Peter O. Muller. Geography: Regions and Concepts. New York: John Wiley & Sons, Inc., 1988.

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REVISITING THE BERLIN CONFERENCE

I. IMAGINE . . .
You are at the Berlin Conference. Amazingly however, instead of "greedy acquisitiveness," the participants have agreed upon the following goals which clearly have the Africans' best interests in mind.

II. AGREED UPON GOALS. . .
The national boundaries of African countries will protect and maintain cultural cohesiveness.
The national boundaries of African countries will encourage peace and stability within individual nations.
The national boundaries of African countries will encourage peace and stability between nations.
The national boundaries of African countries will facilitate development and prosperity.

III. YOUR TASK. . .
Select a partner, agree upon a plan for drawing the African map, and determine national boundaries in order to accomplish the agreed upon goals.

IV. THE STEPS. . .
A. With your partner, closely study Handout #2.8, "African Map Series." Pay particularly close attention to information that either encourages or discourages cultural cohesiveness (the location of selected ethnic groups, language families, and major physiographic features).

B. Now, turn your attention to Handout #2.9, "African Map Outline." With your partner, develop a plan for drawing national borders within the outline map. For example, decide approximately how many countries you will create. Then, in pencil, begin sketching borders and forming nations.

C. Darken your borders.

D. Upon completing the map, write a one to two page essay explaining your rationale. In your essay, answer the following questions:

What are the reasons you drew the countries in the manner that you did?

Why does your map represent the best hope of accomplishing the four goals?

In your thinking, which map information was most important? Why?

What information was less important? Why?

E. Organize a three to five minute oral presentation on your map and rationale. Determine the most important information to include in the presentation, the order that you will present the information, and who will be responsible for explaining what parts.

NOTE TO STUDENTS: Steps D and E (the process) are more important than steps B and C (the product). Your essay and oral presentation will demonstrate how deeply you analyzed the map information and how well you applied that information to develop a mapping strategy. In other words, there is no "correct" answer when it comes to drawing the political borders. However, your mapping strategies will be either well developed and thoughtfully constructed, or poorly developed and casually constructed.

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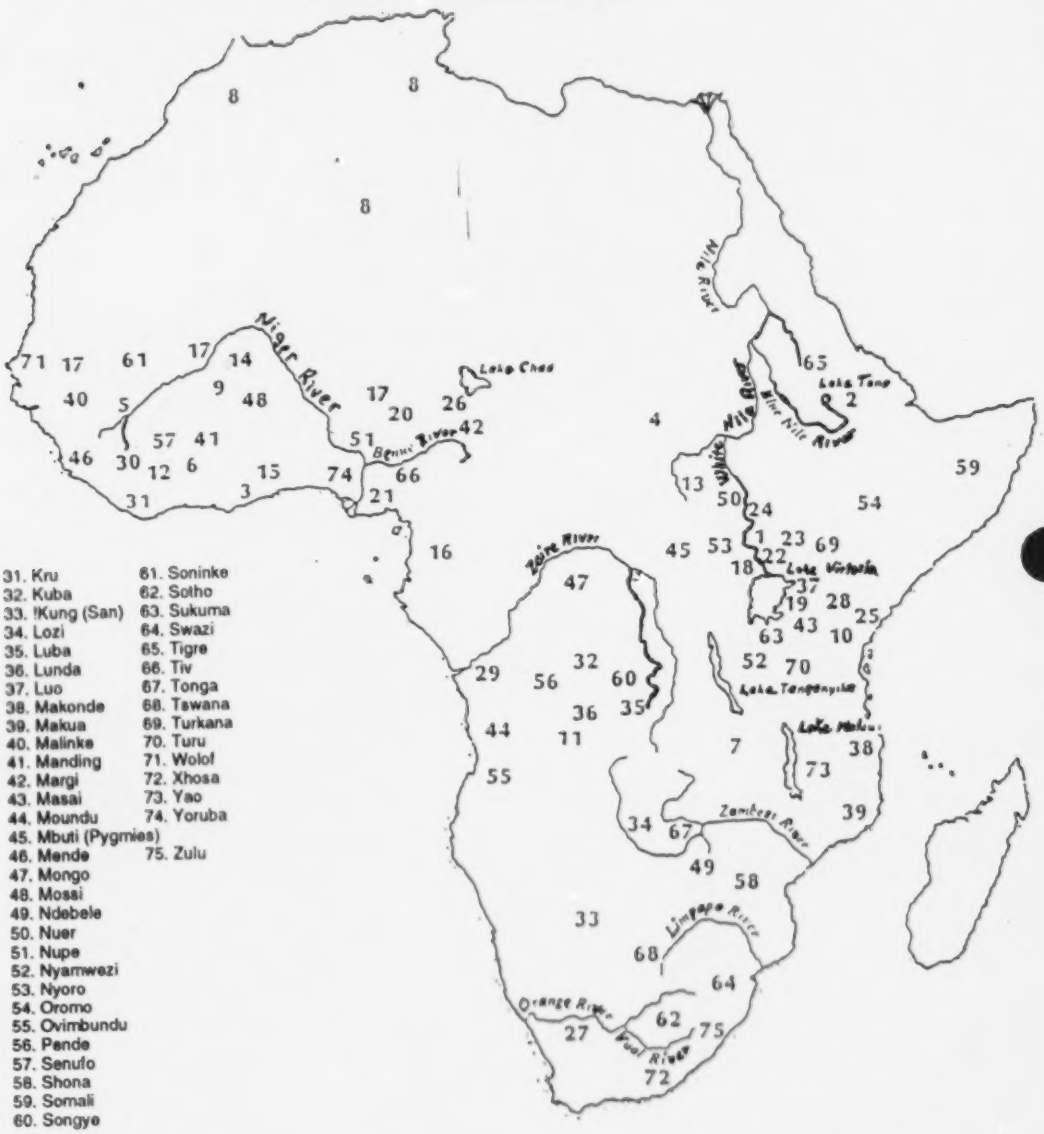
AFRICAN MAP SERIES

Location of Selected Ethnic Groups



1. Acnoh
2. Amnara
3. Asnana
4. Azande
5. Bambara
6. Baoule
7. Bemoa
8. Berber
9. Bobo
10. Cnagga
11. Chogwe
12. Dar
13. Dinka
14. Dogon
15. Ewe
16. Fang
17. Fulani
18. Ganda
19. Gisu
20. Hausa
21. Ibo
22. Iteso
23. Jie
24. Kakwa
25. Kamba
26. Kanuri
27. Khoikhoi
28. Kikuyu
29. Kongo
30. Kpelle
31. Kru
32. Kuba
33. !Kung (San)
34. Lozi
35. Luba
36. Lunda
37. Luo
38. Makonde
39. Makua
40. Malinke
41. Manding
42. Margi
43. Masai
44. Moundu
45. Mbuti (Pygmies)
46. Mende
47. Mongo
48. Mossi
49. Ndebele
50. Nuer
51. Nupe
52. Nyamwezi
53. Nyoro
54. Oromo
55. Ovimbundu
56. Pende
57. Senufo
58. Shona
59. Somali
60. Songye
61. Soninke
62. Sotho
63. Sukuma
64. Swazi
65. Tigre
66. Tiv
67. Tonga
68. Tswana
69. Turkana
70. Turu
71. Wolof
72. Xhosa
73. Yao
74. Yoruba
75. Zulu

Source: Phyllis M. Martin and Patrick O'Meara. Africa. Bloomington: Indiana University Press, 1986.

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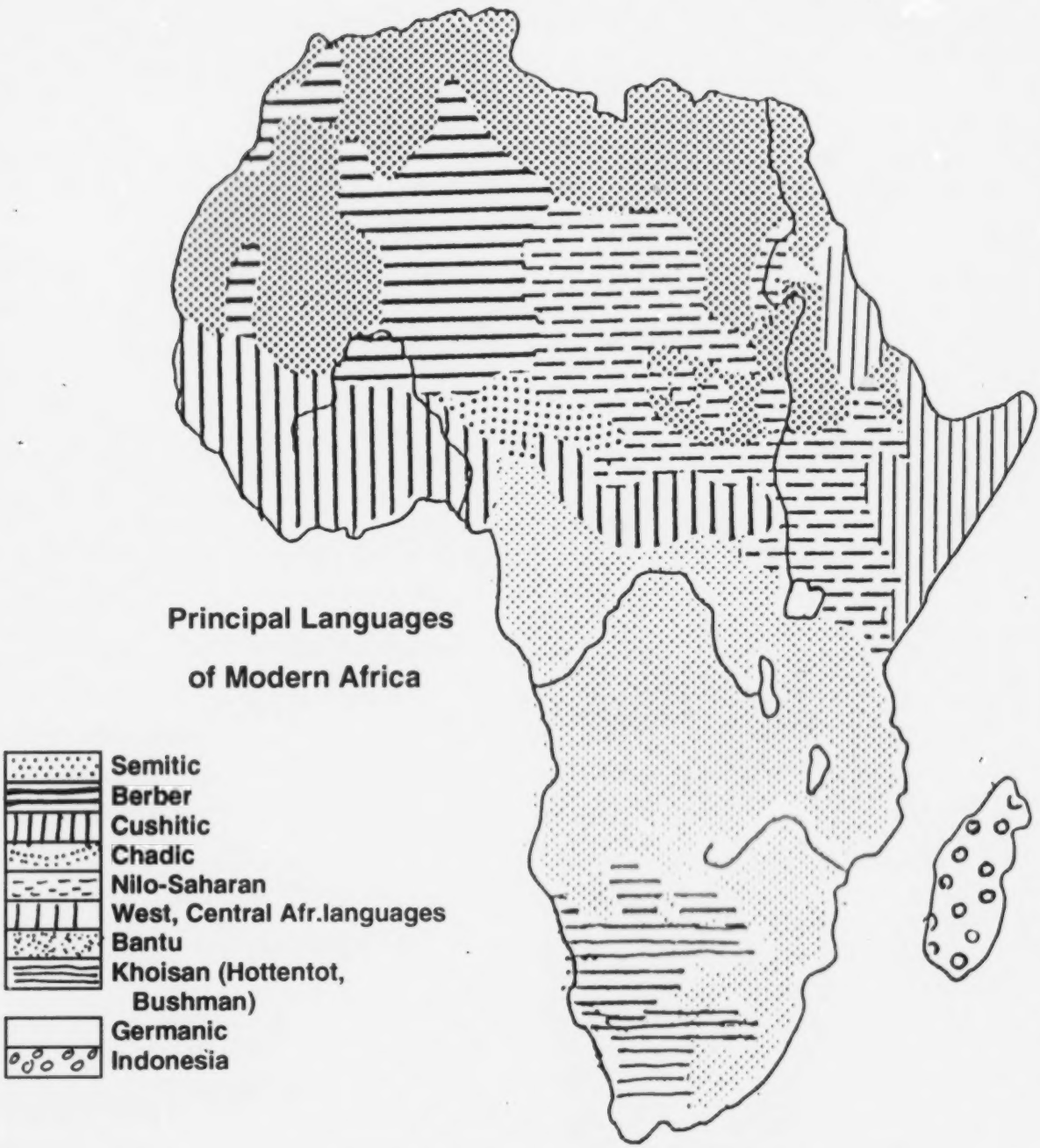

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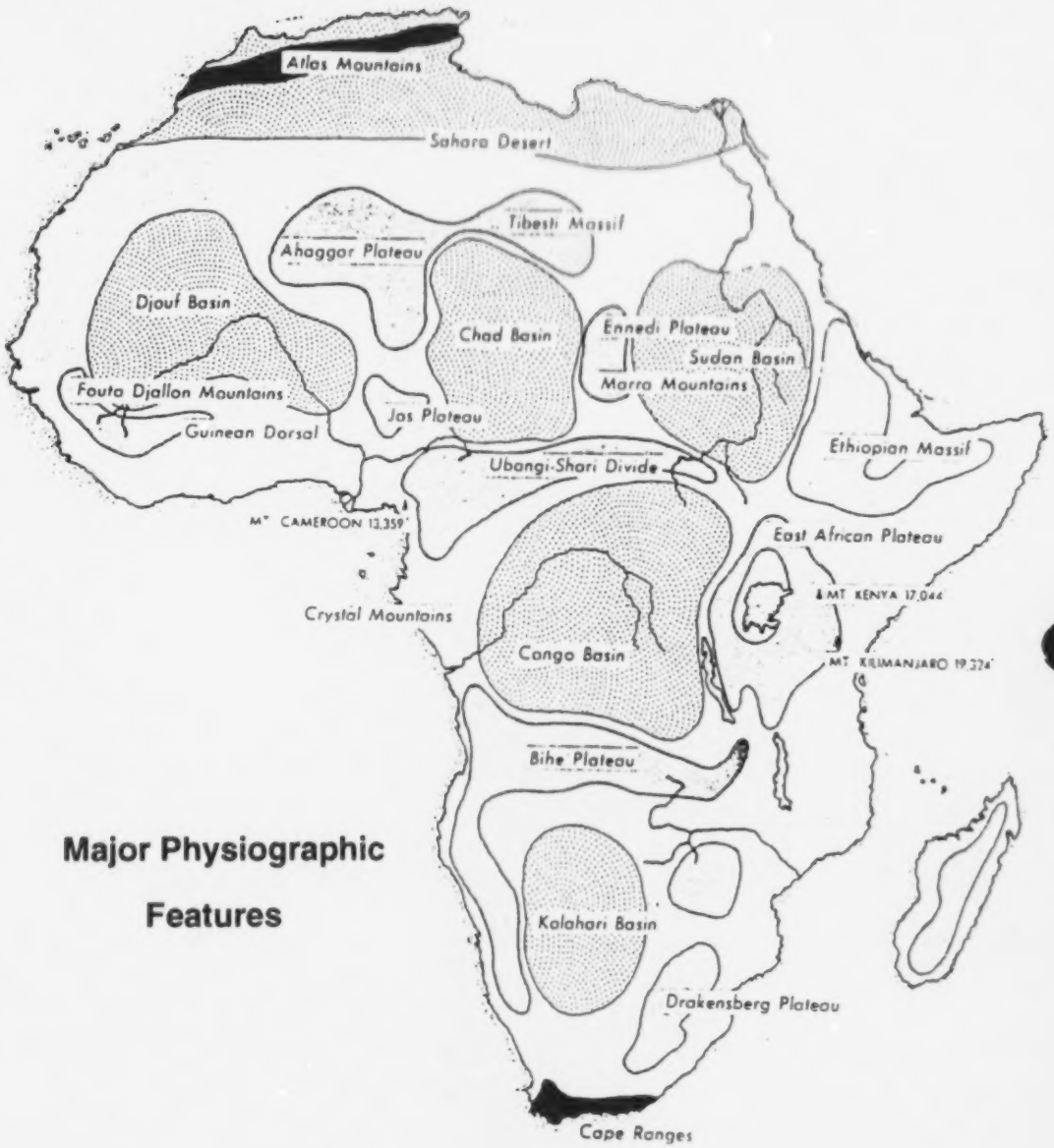

Major Physiographic Features

Source: Phyllis M. Martin and Patrick O'Meara. Africa. Bloomington: Indiana University Press, 1986.

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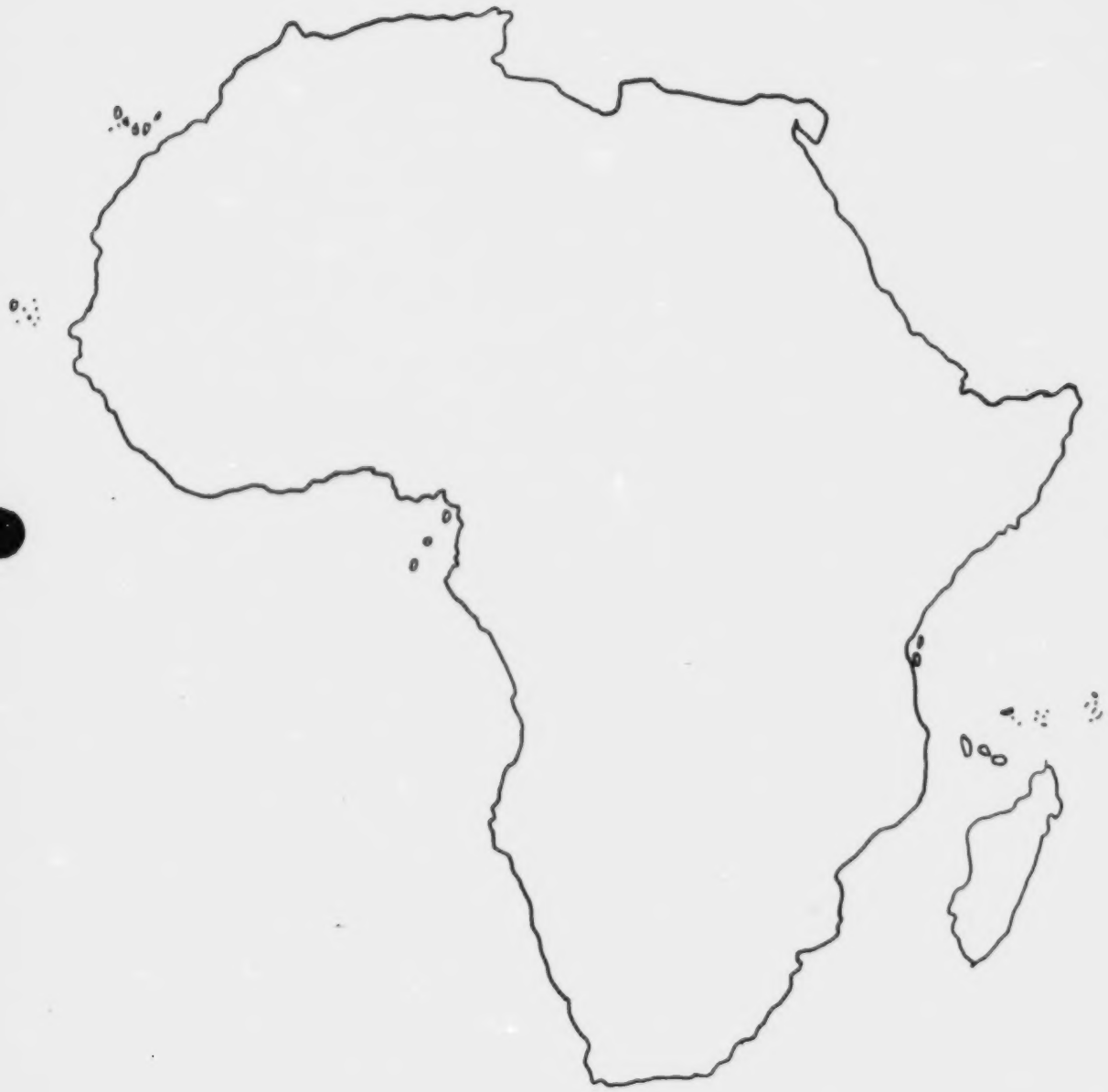
AFRICAN MAP OUTLINE



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CONTEMPORARY AFRICA

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Title: THE AFRICAN WOMAN: SOCIETY'S HUB

Introduction: David Lamb, author of The Africans, has written about the African woman, "She is the hub around which the spokes of society turn." Despite working twelve to sixteen hour days, African women represent a disproportionate number of Africa's poor. Increasingly, international financial institutions and development organizations are recognizing the importance of empowering women. In this activity, students are introduced to the plight of hundreds of millions of African women. After exploring the unequal division of labor in African society, the students conduct a survey examining the division of labor among U.S. men and women. Students then compare and contrast their results with African data.

Objectives: Upon completion of this activity, students will be able . . .

To explore the strengths and weaknesses of survey research.
To thoughtfully critique the division of labor in Africa and U.S.
To understand the importance of incorporating African women's perspectives into development plans.

Grade Level: 9-12

Time: Three class periods

Materials: Handout #2.11, "Women in Africa"
Handout #2.12, "Women in Your Country"

Procedures:

1. Introduce the activity by discussing the following question with the students: In your country are women and men equal? Most likely, students will voice a range of opinions. Ask the students for supporting evidence. For those students who suggest women are discriminated against, ask them for specific examples and write them on the board. Similarly, ask those students that question whether women are discriminated against for evidence of equality and write their examples on the board.

Note to Teacher: At the end of the activity, students will be asked to refer back to this discussion. Therefore, if feasible, save their comments on a section of the board or ask a student volunteer to record selected comments to recall at the end. If available, write selected comments on an overhead transparency that can be projected at the conclusion of the activity.

2. Ask students whether their comments were based on verifiable facts or opinions. Inform them, that despite their different views concerning male-female relations in their country, they will most likely agree that for African women, equality has proven illusive.

3. Distribute Handout #2.11 to the students and read and discuss it with them.

4. Refer the students back to the initial question. However, ask more specifically whether household responsibilities are equally divided among women and men in their country. Facilitate a discussion among the students about how they could design a research project that would provide information that would enable them to more accurately determine whether household responsibilities are equally divided.

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5. Inform the students that one way to approach the question is to conduct a survey. Provide students with Handout #2.12. Ask students to study the handout and suggest improvements. Explain to them that by surveying people from different age groups it's possible to assess whether male-female relations have changed over time. Specifically ask the students:

What activities should be added?

Which should be dropped, combined, or reworded?

Could the survey questions be improved?

If the students reach consensus on improvements, implement their suggestions.

6. For homework, ask each student to survey three couples under age 45 and three couples 45 or older. Encourage them to conduct the survey in person or over the phone. Also, recommend to the students that they encourage the participants to confer together before answering the questions. They are to simply place check marks under **M** for Male, **F** for Female, or **NA** for Not Applicable (e.g., some questions aren't applicable to couples without children). Ask the students to bring their results to class the next day.

7. The following day have students collectively tabulate their results. Write the first activity on the board and leave ample space under the male and female headings. For example:

Household Responsibility	**45 and Younger**		**Over 45**	
Grocery shopping	**M**	**F**	**M**	**F**

Taking turns, ask students to write the number of responses they received on the board under the appropriate column. Instruct them to discount any "**NA**" or "Not Applicable" answers. When each student has written their results on the board, ask four students to total the four columns and at the bottom of each column write the number of responses for that particular category over the total number of responses. For example:

Household Responsibility	**45 and Younger**		**Over 45**	
Grocery shopping	**M**	**F**	**M**	**F**
	40	50	50	25
	90	90	75	75

8. Have students calculate the percentages for that activity (divide the numerator into the denominator. . . 40 ÷ 90 = 44.4%). Instruct the students to record the percentages on the top half of Handout #2.12.

9. Continue to guide the students in tabulating responses, totaling them, calculating percentages, and recording them for activities two through twelve.

10. Ask students to compare and contrast their results with the information from Handout #2.11. Ask them to write a response to the original question "In your country, according to the division of household responsibilities, are women and men equal? Instruct them to include specific examples utilizing the survey results.

11. Ask a few student volunteers to read their responses.

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12. After collecting their responses, discuss the following questions:

How did the participants feel about the survey? Why?

Are the survey results flawed in any way? How? Were enough people surveyed to generalize about male/female relations in your country? If not, how many people would need to be surveyed in order to generalize across the country?

In general, who did you interview? As a group are they a representative sample of "men and women?" If not, in what way are they nonrepresentative (racially, economically, geographically, politically)?

How could the survey's construction have been improved? What additional information do you want to know?

How could collecting the results have been improved?

Were your original impressions of male/female relations confirmed or challenged?

13. Conclude the activity by referring the students to Handout #2.11. Discuss the following questions with the students:

In general, how do the African and your country activities differ? What do the differences reveal?

In general, how does the status of African women compare to the status of women in you country?

In the categories that overlap, what do your findings reveal?

What do you think African women would say about their lives? What would they say about African men?

In your opinion, what will be the long-term consequences of the African division of labor?

In your opinion, why have developmental strategies that have overlooked women failed?

What plans for improvement do you think African women are presently constructing?

Extending the Activity:

1. Refer interested students to Perdita Huston's book, Third World Women Speak Out (New York: Praeger, 1979).

2. Also, encourage students to design and implement another survey. Ask them to share their results with the class.

Evaluative Suggestions:

1. The response referred to in procedure ten will serve as an excellent assessment.

2. Adapt the questions from procedure 13 into a concluding essay. For example:
   Compare and contrast African and womens' work from your country.
   Compare and contrast the status of African and women from your country.

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WOMEN IN AFRICA

Between 1970 and 1985, the number of Africans living in abject poverty rose by 75 percent to 270 million people. If this trend continues, by 1995 approximately 400 million Africans will be living in absolute poverty--up to 260 million will be women.

Poor shelter, malnutrition, disease, illiteracy, and a short life expectancy mark the lives of the poorest of poor women and their families.

Increasingly, African men are leaving their rural villages to live and work in large cities. As a result, there is a rapidly emerging continent-wide pattern of villages inhabited by a disproportionate number of women, children, and old people

In some countries, armed conflicts and civil unrest have left many women widowed, displaced, or abandoned to a life of hardship as refugees (an estimated two-thirds of the five million adult refugee population on the continent are women).

Frequently, women in Africa inherit nothing from their fathers and can be divorced by their husbands without any settlement. In many countries, African women cannot own the land they cultivate or get access to credit. In Lesotho, women cannot sign contracts, borrow money, or slaughter cattle without their husbands' consent.

Illiteracy in Africa is four times as high among women as among men.

In Kenya, women represent 10 percent of the university enrollment, 16 percent of the labor force and 6 percent of the jobholders earning more than $375 a year.

Historically, international financial institutions and development organizations have failed to include women in devising development strategies.

Gradually, African governments and international development organizations are recognizing the vital role women play in economic development. They are beginning to recognize that to reduce poverty, improving African women's access to resources such as land, money, technology, fair wages, training, education, and basic health care must become a top priority.

PERCENTAGE OF WORK COMPLETED BY . . .

Activity	Women	Men
Growing food	70	30
Storing food	50	50
Grinding, processing food	100	0
Caring for animals	50	50
Selling, exchanging produce	60	40
Brewing	90	10
Acquiring water	90	10
Acquiring fuel	80	20
Child care	100	0
Cooking	100	0
Cleaning	100	0
House-building	30	70
House repair	50	50
Community projects	70	30

Sources: David Lamb. The Africans. New York: Random House, Inc., 1987.
Phyllis M. Martin and Patrick O'Meara. Africa. Bloomington: Indiana University Press, 1986.
Daphne Topouzis. "The Feminization of Poverty." Africa Report. (July/August 1990): 60-63.

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UN Economic Commission for Africa.

Handout #2.12

WOMEN IN YOUR COUNTRY

PERCENTAGE OF WORK COMPLETED BY. . .

Household Responsibility	45 and Younger		Over 45	
	Women	Men	Women	Men
Grocery shopping	_____	_____	_____	_____
Cooking	_____	_____	_____	_____
Child care	_____	_____	_____	_____
Washing clothes	_____	_____	_____	_____
Washing dishes	_____	_____	_____	_____
Vacuuming/dusting	_____	_____	_____	_____
Bathroom cleaning	_____	_____	_____	_____
Home repair	_____	_____	_____	_____
Auto upkeep	_____	_____	_____	_____
Financial record keeping	_____	_____	_____	_____
Attending school events	_____	_____	_____	_____
Yard care	_____	_____	_____	_____

SURVEY QUESTIONS 45 and YOUNGER

	M	F	NA
1. In your relationship, who takes more responsibility for grocery shopping?	__	__	__
2. In your relationship, who takes more responsibility for cooking?	__	__	__
3. In your relationship, who takes more responsibility for child care?	__	__	__
4. In your relationship, who takes more responsibility for washing clothes?	__	__	__
5. In your relationship, who takes more responsibility for washing dishes?	__	__	__
6. In your relationship, who takes more responsibility for vacuuming/dusting?	__	__	__
7. In your relationship, who takes more responsibility for bathroom cleaning?	__	__	__
8. In your relationship, who takes more responsibility for home repair?	__	__	__
9. In your relationship, who takes more responsibility for auto upkeep?	__	__	__
10. In your relationship, who takes more responsibility for financial record keeping?	__	__	__
11. In your relationship, who takes more responsibility for attending school events?	__	__	__
12. In your relationship, who takes more responsibility for yard care?	__	__	__

SURVEY QUESTIONS OVER 45

	M	F	NA
1. In your relationship, who takes more responsibility for grocery shopping?	__	__	__
2. In your relationship, who takes more responsibility for cooking?	__	__	__
3. In your relationship, who takes more responsibility for child care?	__	__	__
4. In your relationship, who takes more responsibility for washing clothes?	__	__	__
5. In your relationship, who takes more responsibility for washing dishes?	__	__	__
6. In your relationship, who takes more responsibility for vacuuming/dusting?	__	__	__
7. In your relationship, who takes more responsibility for bathroom cleaning?	__	__	__
8. In your relationship, who takes more responsibility for home repair?	__	__	__
9. In your relationship, who takes more responsibility for auto upkeep?	__	__	__
10. In your relationship, who takes more responsibility for financial record keeping?	__	__	__
11. In your relationship, who takes more responsibility for attending school events?	__	__	__
12. In your relationship, who takes more responsibility for yard care?	__	__	__

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Title: **SMALL BUSINESSES, LARGE DIVIDENDS**

Introduction: This activity is based on an existing foreign aid program in West Africa. The aid program is designed to assist small business owners with modest loans. Frequently, this development strategy has proven more effective than more expensive foreign aid programs. In the activity students review five hypothetical loan applications submitted by small business owners in Lagos, Nigeria. Due to limited funds, students conclude the activity by selecting three applicants who will receive funding and two that will not.

Objectives: Upon completion of this activity, students will be able . . .

To better understand what life is like for many urban Africans.
To critically analyze the potential for various businesses to benefit people.
To articulate advantages and disadvantages of diverse development strategies.

Grade Level: 9-12

Time: Two class periods

Materials: Map of Africa or the World
Handout #2.13, "Loan Applications"

Procedures:

1. Begin the activity by informing students that there are competing views on how to improve living conditions in Africa and other developing regions. One program helps urban residents by distributing modest loans to small business owners. The thinking is that successful small businesses will benefit many residents. Discuss with students the relative advantages and disadvantages of this strategy compared to foreign aid programs that involve giving millions of dollars to foreign governments. Ask the students whether they think this type of loan program makes more or less sense than traditional foreign aid programs.

2. Ask students to locate Lagos, Nigeria on a map. Inform them that Nigeria is the most populous country on the continent (20 percent of the continent's population) and that Lagos has several million residents.

3. Read the following hypothetical situation to the students. The activity will proceed more smoothly if the hypothetical situation is reproduced in some form--written on the board, photocopied, made into a transparency--so students can refer to it when they are working as teams.

> **You have been sent to Lagos, Nigeria, as a Loan Program Director. You will serve on a team responsible for reading, analyzing, and evaluating five loan applications that have been submitted by small business owners. Your central objective is to fund those businesses that are most likely to improve daily life in Lagos, Nigeria. Each owner is seeking $1,000 and has promised to repay the loan within two years. Your team has $3,000 to distribute. As a result, your team must decide which three applicants will receive loans and which two will not. Your team must agree on the final decision.**

Your team will want to discuss the following questions:

Which business serves the most important function? Which business serves the second most important function?

Which owners will most likely uphold their promise and repay their loan on time?

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What additional reasons are there to invest in each business?

4. Provide each student with Handout #2.13 and carefully read it with them. Afterwards, clarify any questions the students may have about the applicants.

5. Ask students to number the five applications in the order that they would fund them. For example, if a student felt the baker was most deserving of the $1,000 loan, they would write the number one next to Sarah Okoli's name. Similarly, if they felt the writer was least deserving, they would write the number five next to Elizabeth Ariko's name. Provide ample time for the students to individually prioritize the applications to facilitate better team discussions.

6. Organize the class into teams of approximately four or five students. Once they are in their groups, ask the students to take turns sharing their initial opinions about each application. Ask them to discuss their differences and collectively decide which applicants are most deserving and which are less deserving. Have each team circle the three applicants that will receive loans and draw a line through the two that will not. Emphasize that time limitations will necessitate compromise. Also emphasize that "correct" answers are those that are well thought through as compared to those that are casually thought through. Instruct the students that upon finishing, each team should be able to explain the process they used to make their decisions.

7 Write each applicants name on the chalkboard and ask each group to select a representative to place check marks by the three people they selected to receive loans. Ask a student volunteer to total the number of votes (check marks) that each applicant received and to rank the five applicants accordingly.

8. Conclude the activity by discussing the following questions with the students:

Why was the number one applicant viewed as most worthy of funding?

Why was the number five applicant viewed as least worthy of funding?

In general, what were the most important criteria your team used to make its decisions? Why?

Explain the process your group used to reach its decisions. Did one person dominate the discussion or did team members contribute equally? Did you enjoy working with your team? Why or why not?

Would you have made different decisions if the applicants lived and worked in your city? If the loan program was located in your city, how would your decisions have changed? Why?

What similarities exist between urban life in your country and Africa?

Would you enjoy living in an African country and working as a small business loan program director? Why or why not?

Extending the Activity:

Ask the students to write a letter to one of the five applicants explaining their team's decision. After reading the letter, the applicant should clearly understand why his or her application was approved or denied.

Evaluative Suggestion:

Assess the aforementioned letter referred to under "Extending the Activity."

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LOAN APPLICATIONS

KENNETH ADEYEMI, RADIO AND TELEVISION REPAIRMAN

How My Radio and Television Shop Adds To Nigerian Life

Lagos residents benefit from my repair shop in at least four ways. First, most residents can't afford to replace their radio and televisions when their old ones need to be repaired. My shop saves people money. Who knows what other businesses these people support with the money they save. Second, radios provide people with an affordable means of news. With their radios, people can stay up-to-date with world, African, and Nigerian events. Third, radios provide people with music, an important part of Nigeria's culture. Also, listening and dancing to music is inexpensive entertainment. Fourth, many people like listening to soccer matches on their radio and wealthier people enjoy watching news, music, and cultural programs on their televisions.

Spending Plan

If granted the loan, I intend to use the funds for two things. For one year, I intend to set aside 75 percent of the money to pay the monthly rent on my shop. That way I will be able to invest more of my earnings into purchasing new radios and televisions. Hopefully, selling new radios and televisions, in addition to repairing old ones, will attract more customers. Additionally, I intend to purchase additional tools and repair manuals that the newer radios and televisions require.

- -

ELIZABETH ARIKO, WRITER

How My Newsletter Adds To Nigerian Life

Lagos residents benefit from my newsletter in at least four ways. First, it keeps people informed about what is going on throughout the world, Africa, Nigeria, and Lagos. For example, my newsletter reports on whether the government is keeping its promises and whether officials are acting responsibly. Second, my newsletter pressures the larger newspapers to honestly report what is happening in our country. Third, my newsletter helps people communicate with one another. For example, the newsletter helps employers who publish "help wanted" signs link with people looking for work. Fourth, the newsletter has a literary page that provides writers and poets with an opportunity to have their work published. Literature is an integral part of Nigerian culture and the newsletter plays an important role in supporting up-and-coming writers.

Spending Plan

If granted the loan, I intend to use the funds for three things. First, I will expand my newsletter into a small newspaper. As a result, I expect six months to pass before the newspaper is receiving enough subscriptions for me to meet my daily living expenses. Therefore, for a while, I will use a portion of the funds to meet my day-to-day expenses. Second, I will use a portion of the funds to rent a computer. Finally, I will set aside the remaining funds for added printing costs.

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SARAH OKOLI, BAKER

How My Bakery Adds To Nigerian Life

Lagos residents benefit from my bakery in at least two ways. Most importantly, people need food to live. My bakery provides an inexpensive way for more and more people to meet their food needs. In each of the three years that my bakery has been open, I have served more people. Second, and not so obvious, my bakery has become an important place for people to meet and interact. Frequently, other small business owners meet here on the way to work. They discuss their endeavors and encourage one another while drinking coffee and eating my freshly baked rolls. Also, at lunch young people are frequently overheard exchanging news about their families and villages from which many of them have recently arrived.

Spending Plan

If granted the loan, I intend to do three things. Most importantly, my oven is cracked and must be repaired. Second, I am low on flour. At present rates, I will run out in three months. Therefore, I would like to purchase some surplus flour. Finally, I would like to reach even more customers by purchasing a small newspaper advertisement.

JONATHAN NWEGE, SHOEMAKER

How My Shoe Shop Adds To Nigerian Life

Lagos residents benefit from my shoe shop in at least three ways. First, everyone needs shoes. Second, my shop saves people money by enabling them to repair rather than replace their shoes. With these savings, people support many other small businesses. Third, if granted the loan, my shop will grow, enabling me to provide additional jobs.

Spending Plan

If granted the loan, I intend to use the funds for three things. First, I need to attract more customers. I hope to do this by purchasing additional materials like leather, soles, and glue to offer customers a greater variety of shoes. Second, I will print and distribute flyers advertising my shop. Third, I will hire a high school student as an assistant. The student will help me mend shoes and deliver them once they are repaired.

CHRISTOPHER MADUKA ,TAXI OWNER

How My Taxis Add To Nigerian Life

Lagos residents benefit from my taxis in at least four ways. First, many residents can't afford their own car. As a result, my taxis provide a more affordable means of transportation. Second, despite severe traffic problems, taxis allow residents to travel throughout the city more quickly than if they had to walk. Third, compared to Lagos' severely overcrowded busses, taxis are a more comfortable means of transportation. Fourth, when I repair my taxis and rent them out to people to drive, I provide jobs to my fellow citizens.

Spending Plan

Presently, I have one taxi. If granted the loan, I intend to use the funds to purchase an additional used car. After repairing the car, I will rent it out as a second taxi.

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Title: **AFRICA'S GLUE: THE EXTENDED FAMILY**

Introduction: In Africa, it is difficult to underestimate the importance of the extended family. Presently however, the extended family faces mounting pressures throughout the continent. In this activity, students learn about contemporary challenges to the extended family. In the end, students suggest alternatives to reconcile conflicting expectations between elderly and rural Africans and their younger and more urban sons and daughters.

Objectives: Upon completion of this activity, students will be able . . .

To explain the multifaceted functions of the extended family.
To understand change and contemporary challenges to the extended family.
To suggest and critically evaluate alternatives to the problems posed by mounting pressures on the extended family.

Grade Level: 9-12

Time: One and a half class periods plus homework

Materials: Handout #2.14, "Letter To The Editors"
Handout #2.15, "Sample Arguments: The Editorial Meeting"
Handout #2.16, "The Editorial Meeting"

Procedures:

1. Begin the activity by asking students to explain the difference between a nuclear and an extended family. If students have difficulty defining the terms, ask one or two students to look them up in a dictionary. Most likely, students will find definitions similar to these:

nuclear family: a family group that consists only of father, mother, and children
extended family: a family that includes in one household near relatives in addition to a nuclear family

Note to Teacher: Inform the students that in many cultures close friends are commonly considered near relatives and members of the extended family.

2. Have students discuss whether more emphasis and importance is placed on the nuclear family or extended family in their country. Ask students to support their positions with examples. Also, encourage different points of view. Family life varies across cultures; as a result, students in culturally diverse classrooms should be expected to answer differently.

3. Inform students that the extended family is tremendously important in Africa. Despite this, some Africans are starting to question the significance of the extended family. Younger and more urban Africans increasingly feel burdened by the demands placed on them by their rural and more elderly relatives. As a result, the traditional extended family faces mounting pressures.

4. Tell students that for this following activity, they should pretend to work in Uganda, a small east African country, as editors of the nation's most influential newspaper. As a result, their job

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responsibility is to write editorial responses to readers' letters. These editorials concern the most controversial and important issues in Uganda. The newspaper's editorials have a history of influencing national policy and shaping Uganda's future.

5. Distribute Handout #2.14 to the students and read it with them.

6. Note to Teacher: Read Handout #2.15 to yourself. Familiarize yourself with both sets of arguments. This information will help you facilitate a discussion of Mwanga's letter with the students in the form of an editorial meeting. Explain to the students that they are going to write editorials in response to Mwanga's letter; first, however, an editorial meeting is needed to discuss possible responses.

7. Initiate the editorial meeting by distributing Handout #2.16 to the students. Ask them to suggest arguments for either preserving or reconsidering the extended family and guide the students in constructing persuasive cases for both positions. If necessary, draw on Handout #2.15's "sample arguments" to supplement their comments.

8. Upon completing the meeting, assign the following homework assignment:

> Utilizing Handout #2.16, write a response to Mwanga's letter. His specific question is whether he should explain to his extended family that he can't provide for them any longer or continue to do the best he can in helping them even though his wife and children will suffer. This is a controversial issue without a clear cut and correct answer. Your task is two-fold. First, offer Mwanga specific suggestions for his dilemma. Second, explain why Uganda will benefit as more and more people like Mwanga act on your recommendations.

9. Upon completing the homework assignment, ask student volunteers to read their editorials. Conclude the activity by discussing the students' views expressed in the editorials. More specifically, explore whether the students' editorials reflected one way of thinking or many.

Extending the Activity:

1. Organize a debate on either of the following propositions:

   The extended family benefits Africa and must be preserved.

   The extended family hampers Africa and must be reconsidered.

2. Assist interested students in conducting research on family life in their country. Students may want to examine how the elderly are viewed and treated. Afterwards, help them research how elderly people are viewed and treated in African countries and ask them to compare and contrast their findings.

Evaluative Suggestion:

Evaluate the students' editorials. Are they well organized and persuasive? Do they demonstrate thoughtfulness?

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LETTER TO THE EDITORS

Dear Editors,

I am an attorney in Kampala and I have a problem. Let me provide some background information. Although my income fluctuates from month to month, it averages about $100 a month. My wife and I live in a small house with our four children. We have another three or four "cousins" staying with us from Ibanda, the small town where my relatives live. Although they aren't officially cousins, they know my family, so I am obligated to support them. My family tells everyone in Ibanda about my success and this inspires some of them to come to Kampala to try to find jobs. However, the longer it takes for them to find jobs the more frustrated I get since they can't afford to pay for rent or food.

In Ibanda, my extended family has many needs that they expect me to meet. My father needs money for housing materials to fix the leak in the roof. My mother has been ill and needs money to go to the local medical clinic. My sister needs money for a dentist. My aunt can't pay her childrens' school fees. My problem is that my extended family doesn't understand how difficult it is for me to meet my own wife and childrens' needs! Their expectations have become a burden. Occasionally, they exaggerate their problems and waste the money I give them. This makes me particularly angry. Their needs have reached the point where I don't like visiting Ibanda anymore.

As a result, I feel guilty. I realize my parents made many sacrifices to provide me with an education. For example, my parents couldn't afford to send my six brothers and sisters to the university, so they singled me out to continue my education. I can't stop thinking about a popular proverb from my village, "If your elders take care of you while you are cutting your teeth, you must in turn take care of them while they are losing theirs."

As an educated person, I'm aware of the arguments in support of the extended family. I realize that our government is incapable of providing for everyone's basic needs. Also, I am well aware of the benefits provided by extended families. In many extended families, elderly people care for grandchildren while their parents work. Unemployed people turn to their extended families for food and shelter. Similarly, extended families provide for their physically and mentally disabled relatives. Through extended families, wealthier family members share their resources with poorer family members. I know this promotes economic balance.

Despite this awareness, I still feel too extended by my extended family! Although I want to help everyone, at times I want to forget about my extended family and care exclusively for my wife and children. However, my conscience constantly bothers me. I can't help but wonder what my relatives in Ibanda think about me. Do they think I'm ungrateful. Do they think I'm not fulfilling my obligations. Am I a bad son?

I appreciate any assistance you can offer in helping resolve this dilemma. I'm trying to decide whether I should explain to my extended family that I can't provide for them any longer or continue to do the best I can in helping them, even though my wife and children will lose. I know I'm not alone in this situation and I suspect your readers will carefully read and discuss your suggestions.

Thank You In Advance,

David Mwanga

Adapted from: Blaine Harden. Africa: Dispatches from a Fragile Continent. Chapter 2, "Eye of the Family," Boston: Houghton Mifflin Company, 1990.

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SAMPLE ARGUMENTS: THE EDITORIAL MEETING

THE EXTENDED FAMILY MUST BE RECONSIDERED

Mwanga has worked hard in school for years. As a result, he deserves the chance to enjoy the "fruit of his labors" without the demands of his extended family.

Parents should provide for their children without conditions for lifelong assistance. They are unfairly taking advantage of him.

Mwanga is not a rich man. After caring for his wife and children, there aren't enough resources left to help other people.

Change is inevitable. Nothing stays the same forever.

The present system discourages individual initiative. As long as Mwanga provides for his relatives and friends they won't have adequate incentive to help themselves.

THE EXTENDED FAMILY MUST BE PRESERVED

There are no viable alternatives to the extended family If the extended family is abandoned, the situation for elderly and poor Ugandans will steadily worsen.

If the situation for elderly and poor Ugandans steadily worsens social unrest will follow. The government's stability may be challenged.

Helping parents and relatives who have made sacrifices is the only fair and moral course of action.

The extended family has served Uganda well for centuries. Ugandan history should be respected.

Someday Mwanga's children will marry and move away and his wife will grow old. What will he do if the extended family has been forsaken?

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THE EDITORIAL MEETING

THE EXTENDED FAMILY MUST BE PRESERVED	THE EXTENDED FAMILY MUST BE RECONSIDERED

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Title: **TRADITION ON TRIAL**

Introduction: In this activity, students participate in a controversial legal case that captures the increasing tension in Africa between the forces of continuity and change. At issue is whether an African should be compelled, in death, to comply with traditional ethnic customs he had renounced when he was alive. In the end, students write compromise verdicts that traditionalists and modernists find mutually acceptable.

Objectives: Upon completion of this activity, students will be able . . .

To understand the increasing conflict between the forces of continuity and change in Africa.
To view a controversial legal and cultural conflict from multiple perspectives.
To critically evaluate and propose a compromise solution to a divisive legal and cultural conflict.

Grade Level: 9-12

Time: Two class periods plus homework

Materials: Handout #2.17, "Tradition on Trial"
Handout #2.18, "Contending Viewpoints"

Procedures:

Note to Teacher: The following activity is based upon a court case that took place in 1987, in Nairobi, Kenya. In addition to the Kenyan press, Blaine Harden, a Washington Post journalist, reported on the trial and tells the story in his 1990 book, Africa: Dispatches From a Fragile Continent. (Chapter 3, "Battle for the Body").

1. Introduce the activity by informing the students that there are considerable differences in how the world's cultural groups view death; consequently, funeral traditions vary as well. Inform the students that they are going to examine a court case that took place in 1987, in Nairobi, Kenya. Explain to the students, that on the surface, the case concerns cultural differences towards death and funerals in Kenya. On a deeper level, the case captures the tension in Africa between traditional cultural practices and the pressures of modernity.

2. Distribute Handout #2.17 to the students and read it with them. Ask them what their first impressions are concerning the central question, "Should an African be compelled, in death, to comply with traditional ethnic customs he had renounced when he was alive?"

3. Distribute Handout #2.18 to the students and read it with them. Inform the students that many people would find the modernists' views most persuasive. While acknowledging this, ask the students to identify strengths in the traditionalists' arguments.

4. Present the following hypothetical situation to the students and, as homework, assign the written verdict.

The Kenyan government has appointed you to determine Otieno's fate. As the judge, your primary responsibility is to rule justly on the central issue: whether in death,

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Otieno should be compelled to comply with Luo burial traditions that he had renounced when he was alive. You must decide where Otieno will be buried and clearly and convincingly explain your reason to the courtroom and country. Also, as a result of the nation's tremendous interest in this trial, the president of Kenya has assigned additional responsibilities to you. In private discussions he has put pressure on you to write a verdict that both parties will view as an acceptable compromise. Before leaving your office his last words were, "Find the middle ground!" The president is fearful that a clear-cut decision in Wambui's favor will result in a Luo uprising with possible violence in Nairobi. Similarly, he is concerned that a definitive decision in the Luo's favor will cause urban residents to neglect ethnic obligations which may heighten economic hardship and political instability.

5. Once the students have written their verdicts, ask volunteers to read them to the class. Following each reading, write the most compelling aspect of that student's verdict on the board. After several verdicts have been read and several solutions suggested, ask the students to mix and match the best suggestions on the board to devise the best possible compromise verdict .

6. Ask students to speculate on the actual verdict that was handed down. Ask who thinks the court decided in Wambui's favor? Next, ask who thinks the court decided in the Luo's favor? Ask the students to explain their suspicion.

7. Conclude the activity by informing the students that the actual verdict was far from a compromise. In his verdict, the judge strongly criticized Wambui and sided with the Luo. Otieno was buried in Luo land.

Extending the Activity:

Ask students to write and stage a play that opens in the courtroom with the reading of their verdict. Encourage the students to predict how their solution would be implemented. Specifically, students should anticipate Wambui's, the Luos', and other Kenyans' reactions to their verdict.

Evaluative Suggestion:

Evaluate the students' verdicts. Are they well organized? Do they reflect thoughtfulness? Finally, in your opinion, would the students' verdicts have been mutually acceptable to both parties?

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TRADITION ON TRIAL

S. M. Otieno was a modern African. He was a successful criminal lawyer who lived in a big house in a Nairobi suburb where the wealthy children and grandchildren of British colonial settlers lived. He quoted Shakespeare, watched U.S. television on his video cassette recorder, and sent his children to be educated in the U.S. and Europe. Many Kenyans felt that the most modern and troubling aspect of Otieno's life was his marriage to a woman outside his ethnic group. Otieno was born a Luo, on the other hand Wambui, his wife, was born a Kikuyu. They married in 1963 when interethnic marriages were uncommon and scandalous.

Otieno's family and his Luo elders did not approve of Wambui. According to Luo traditions, the "proper" wife cooks, bears children, fetches water, gathers firewood, places flowers at funerals, wails for the dead, and keeps her nose out of the affairs of men. Wambui on the other hand, was wealthy, educated, well known, ambitious, aggressive, and disputatious.

There are more than forty ethnic groups in Kenya. The Kikuyu are the largest and most powerful. The Luo are the second largest and historically most frustrated. The two group's languages are mutually unintelligible and many of their cultural practices are mutually repugnant. The Luo stereotype the Kikuyu as money-hungry business people who imitate questionable Western values while betraying their African heritage. The Kikuyu stereotype the Luo as supporters of primitive traditions.

Otieno called himself a Kenyan and taught his children to do the same. His children say his loyalties were first to his family and then to his nation. He did not teach his children the Luo language. He told them that the Luo were "lazy" and that their customs were "primitive" and "uncivilized." In the year before his death, Otieno had told his wife and more than a dozen family friends that when he died he wanted to be buried on his farm outside of Nairobi near his children. He said, "Burying me in Luo land means throwing me away."

The day after he died, Otieno's brother and other Luo leaders demanded the body. They insisted that the remains of a prominent Luo should be taken at once for burial in his home village. Ethnic custom determined that they owned the body. Neither Otieno's burial wishes nor the feelings of his widow really mattered. Luo leaders hired a lawyer. Wambui ordered a grave dug for her late husband at his farm. Simultaneously, the Luo ordered a grave dug two hundred miles away in Nyalgunga, Otieno's birthplace. While Wambui and the Luo planned funerals for the same day, lawyers were busy. Both funerals were indefinitely postponed. Wambui and the Luo went to court to determine where Otieno should be buried.

Nationwide, Kenyans were riveted by the ensuing trial. They were sympathetic to both Otieno's wife and the Luo. The legal conflict dramatically captured the tension between traditional and modern values in Africa. Otieno's death made millions of Africans reexamine how modern they and their continent had become. Kenyans wondered which was most important: their individual, familial, ethnic, or national identity? Specifically, Kenyans wondered whether an African should be compelled, in death, to comply with traditional ethnic customs he had renounced when he was alive?

Source: Blaine Harden. Africa: Dispatches from a Fragile Continent. Chapter 3, "Battle for the Body." Boston: Houghton Mifflin Company, 1990.

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CONTENDING VIEWPOINTS

THE TRADITIONALISTS: ETHNICITY IS MOST IMPORTANT

Birth into an ethnic group entails group privileges and duties that have nothing to do with free will or how one chooses to live. An African can no more wish away his ethnic obligations than he can wish away the laws of gravity.

The burial is the last journey. It is where you come back to your place of origin to be at rest. There isn't such a thing as an African becoming so cosmopolitan that this tradition does not apply. It is not a voluntary thing; whether you like it or not, you are part of it. A person's own wishes are immaterial.

The dead are conduits for good luck and guardians against catastrophe, unless they are improperly buried. The Luo attribute car accidents, birth defects, bad weather, illness, infertility, insanity, insect infestations, and the death of farm animals to the restless spirits of those who have been buried in violation of their traditions.

The fundamental decisions of life, those concerning marriage and children, divorce and death, are governed by the laws of village and ethnic group, not of nation.

Ethnic obligations hold the country together. Without these obligations, Kenya will become more dependent on the fluctuating price of coffee and European tourists interested in safari vacations. Ethnic traditions help redistribute wealth, lessen the potential for corruption among national leaders, and provide a sense of community and continuity.

THE MODERNISTS: THE NATION, THE FAMILY, AND THE INDIVIDUAL ARE MOST IMPORTANT

Individuals should be free to choose whether they want to honor ethnic traditions.

Ignoring a dead person's burial wishes is contrary to progressive ideas.

The notion of restless spirits is nonsensical.

An African is what he or she makes of him or herself. Education, professional achievement, and property ownership are the stuff of a successful life.

Through education, professional achievement, and a lifetime pursuit of Western values, a modern African can escape ethnic traditions.

Adapted from: Blaine Harden. Africa: Dispatches from a Fragile Continent. Chapter 3, "Battle for the Body." Boston: Houghton Mifflin Company, 1990.

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Title: **RATHER BEGGING THAN THEFT**

Introduction: "Rather begging than theft" is a Nigerian proverb. In this activity, students reflect upon, and interpret, twelve Nigerian proverbs. Through the proverbs students explore cultural values in Nigeria.

Objectives: Upon completion of this activity, students will be able. . .

To offer plausible interpretations of Nigerian proverbs.
To tentatively identify cultural values in Nigeria.
To suggest possible applications for Nigerian proverbs.

Grade Level: 9-12

Time: One to two class periods

Materials: Handout #2.19, "Interpreting Proverbs"
Handout #2.20 "Nigerian Proverbs"

Procedures:

1. To prepare for this activity, make three copies of Handout #2.20 and cut out the individual proverbs to make three sets of twelve proverbs.

2. Distribute Handout #2.19 to the students and read it with them.

3. Organize the class into groups of twelve and ask the students to form circles with their desks.

Note to Teacher: If you have between twelve and twenty-four or twenty-four and thirty-six students, form one and a one-half or two and a one-half circles. For example, if you have thirty students, form two circles of twelve and one of six. Simply provide the individual members of the third group with two proverbs each when distributing them.

4. Provide each student with a proverb (some students will receive more than one in groups with fewer than twelve students). Ask the students to silently read and think about their proverb.

5. Have students answer the three questions posed at the end of Handout #2.19. The following headings may help the students organize their responses.

PROVERB NUMBER	CULTURAL VALUE	PERSONAL MEANING	POSSIBLE APPLICATIONS

6. After each student has had ample time, as a group, ask them to pass their proverbs to the right. Continue this process until each student has interpreted all twelve proverbs.

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Note to Teacher: Students who received two proverbs will pass theirs every other time.

7. At this point, ask the students to return their desks to their original positions in order to have a class discussion on the proverbs. Initiate the discussion by asking a few volunteers to read what they wrote about the first proverb. After listening to the volunteers' views, solicit other students' opinions. Similarly, discuss the remaining proverbs.

8. Conclude the activity by discussing the following questions:

   Which proverb is your favorite? Why?

   Considering all twelve proverbs, which are most poetic? Which could contribute to a code of behavior?

   Does your country share any cultural values with Nigeria? Which ones?

Extending the Activity:

1. Encourage the students to research other cultures' proverbs. Challenge the students to find proverbs that parallel the Nigerian ones and to identify universal cultural values (adornment of the body, recreation, family life, etc.).

2. Encourage the students to illustrate their favorite proverb.

3. Challenge the students to memorize all twelve proverbs.

Evaluative Suggestions:

1. Despite the absence of "correct" answers, assess the students' written work. Does it display thoughtfulness? Did they genuinely read and reflect upon the proverbs?

2. Similarly, assess the discussion. Who did most of the talking, the students or yourself? Did the students listen to one another? How sophisticated was their thinking?

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INTERPRETING PROVERBS

There are at least two approaches to studying proverbs. Some scholars emphasize their moral value. They suggest that proverbs provide a storehouse of inherited wisdom and serve as a code of behavior for youth. Another group emphasizes their poetic value. They suggest that proverbs provide a way to embellish or elevate a point during a conversation or debate. According to this group, the quality of imagery and wit are more important than a proverb's moral content. Rather than trying to identify the "correct" group, it is safe to say that proverbs exhibit both poetic value and moral content.

Despite their different perspectives, both groups agree on four things. First, proverbs are meant to be spoken. In some African cultures, people are judged by their ability to imaginatively, sensitively, and eloquently use proverbs in public speech. Second, to interpret proverbs with any accuracy, the context of their usage must be known. In other words, to interpret a proverb it is important to understanding the larger discussion or debate. Third, proverbs typically convey cultural values like honesty, or humility, or patience, or boldness. Fourth, although some proverbs seem quite straight forward and easy to interpret, they frequently have deeper meanings.

You are about to read and interpret some Nigerian proverbs. There are no "correct" interpretations, particularly since you are reading them out of context. Despite this, carefully read and think about each proverb, and answer the following questions to the best of your ability.

1. What cultural value does this proverb convey? **(CULTURAL VALUE)**
2. In your words, what does this proverb mean? **(PERSONAL MEANING)**
3. In what types of conversations could this proverb be used? **(POSSIBLE APPLICATIONS)**

Source: Lawrence A. Boadi. "The Language of the Proverb in Akan." African Folklore, ed. Richard M. Dorson, Garden City: Doubleday & Company, Inc., 1972, pp. 183-191.

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NIGERIAN PROVERBS

1. One who is overcautious of his life is always killed by the fall of a dry leaf.
2. A hen cannot lay eggs and hatch them in the same day.
3. A debt may get moldy, but it never decays.
4. When a coward sees a man he can beat, he becomes hungry for a fight.
5. The world is like a mask dancing. If you want to see it well, you do not stand in one place.
6. Put out a fire while it is still small.
7. Rather than get up and do a bad dance, stay put.
8. What an adult sees from the ground, a boy cannot see even if he climbs a silk-cotton tree.
9. The use of having fine clothes is to put them on.
10. Rather begging than theft.
11. However pleasant the sound of music, silence is better.
12. At everything in the world, everyone has his superior.

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Title: **THE DRUM IS BAD!**

Introduction: One African proverb states, "He who cannot dance will say the drum is bad." In this activity, an extension of the previous one, students incorporate African proverbs into a short story, cartoon, or one act play. Students are challenged to apply the proverbs in logical contexts.

Objectives: Upon completion of this activity, students will be able. . .

To offer plausible interpretations of African proverbs.
To tentatively identify African cultural values.
To use their imaginations in creating an original story.
To logically apply African proverbs in their writing.

Grade Level: 9-12

Time: One class period plus homework

Materials: Handout #2.21, "African Proverbs"
Crayons or colored pencils (for cartoonists)

Procedures:

Note to Teacher: This activity logically follows the previous one, "Rather Begging than Theft!" If it is skipped, read the first two paragraphs of Handout #2.19 and inform the students of its content.

1. Introduce the activity by distributing Handout #2.21 to the students. Briefly read the proverbs with the students, encourage them to look up unfamiliar words in a dictionary, and clarify any questions they may have about the proverbs.

2. Inform the students that they are going to write a fictional story in which they incorporate African proverbs. Similarly, instruct the students to choose among the following formats: a short story, a one act play, a hypothetical debate, or a cartoon. Once students have selected a format, ask them to create two to four characters and to develop a story line. In general, their stories should be a conversation between their characters. Among other ideas, the students' stories can center on a parent-child discussion, a boyfriend-girlfriend discussion, a humorous discussion, a serious discussion, or even a classroom discussion.

3. At minimum, challenge the students to use six of the proverbs. If the students write their stories on a computer ask them to highlight their proverbs. Otherwise, ask the students to underline them with a ruler.

4. After working on their projects, ask student volunteers to read their stories.

5. Conclude the activity by displaying the stories in the classroom.

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Extending the Activity:

1. Encourage students to illustrate their favorite proverb.

2. Encourage students to research other proverbs. In light of other culture's proverbs, challenge the students to identify some universal cultural values.

Evaluative Suggestion:

Carefully read and evaluate the students' stories. Are they creative? Does the dialogue flow? Did the students proofread their stories? Are they mechanically sound? Are the proverbs used in logical contexts?

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AFRICAN PROVERBS

Those who have people are wealthier than those with money. (Nigeria)

There is not medicine to cure hatred. (Ashanti-West Africa)

One camel does not make fun of the other camel's hump. (Guinea)

He who does not listen to an elder's advice comes to grief. (East Africa)

One volunteer is better than ten forced men. (East Africa)

Rain does not fall on one roof alone. (Cameroon)

No matter how long the night, the day is sure to come. (Congo)

After a foolish deed comes remorse. (Kenya)

One falsehood spoils a thousand truths. (Ashanti-West Africa)

It is calm and silent water that drowns a man. (Ashanti-West Africa)

Unless you call out, who will open the door? (Ethiopia)

The teeth are smiling, but is the heart? (Zaire)

He who cannot dance will say the drum is bad. (Ghana)

To stumble is not to fall down but to go forward. (East Africa)

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Title: **A PRECARIOUS PEACE**

Introduction: Unprecedented political change is sweeping the African continent. Increasingly, citizens challenge authoritarian rule and press for multiparty democracy. In this activity, students explore the challenges faced by Cape Zubia, a hypothetical country in the Horn of Africa. Until recently, Cape Zubia's fifty million citizens have endured civil war, recurring famine, environmental degradation, failed government policies, and dictatorial rule. Recently however, the Transitional Government of Cape Zubia (TGCZ) has been established to uphold human rights, end armed conflict, support self-determination by Cape Zubia's nationalities, rewrite the constitution, and hold multiparty elections. In the end, students adopt a Cape Zubian perspective and arrange the TGCZ's competing objectives in order of importance.

Objectives: Upon completion of this activity, students will be able. . .

To view competing political objectives through the mindset of citizens in a troubled African country.
To arrange competing political objectives in order of importance.
To appreciate the challenges involved in building a democracy in a troubled African country.

Grade Level: 9-12

Time: One class period

Materials: Handout #2.22, "Cape Zubia's Plan of Action"

Procedures:

1. Introduce the activity by explaining to students that unprecedented political change is sweeping the African continent. Increasingly, Africans are challenging authoritarian rule and pressing for multiparty democracy.

2. Distribute Handout #2.22 to the students and read it with them.

3. Organize the class into groups of four or five students and provide them with sufficient time to arrange the competing objectives in order of importance.

4. Once each group has arranged the objectives, conclude the activity by comparing and contrasting the students' decisions. Specifically, discuss the following questions:

   Where is there consensus among the groups' priorities?

   Where is there disagreement among the groups' priorities?

   Why was objective "x" deemed so important?

   Why was objective "y" viewed as relatively unimportant?

   What could disrupt Cape Zubia's move towards peace and democracy?

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In your opinion, what is the single greatest threat to Cape Zubian peace and democracy?

Is it in other countries' interest to help Cape Zubia maintain peace and build a democracy? Why or why not?

What are some creative ways that countries could help Cape Zubia?

Are there potential problems with outside assistance? If so, what are the potential problems?

Extending the Activity:

1. Inform students that Cape Zubia's story is roughly based on Ethiopia's recent experience. Organize a research project to explore recent events in Ethiopia, Sudan, and Somalia in more depth. Ask the students to draft additional objectives based upon their research.

2. Ask the students to write a letter to the TGCZ detailing the reasons behind their first and sixth choice.

Evaluative Suggestions:

1. Assess the groups' decision making. Was participation widespread? Were the students listening to one another? Were differences in opinion managed effectively?

2. Ask the students to write essays based upon one of the following discussion questions:

   What could disrupt Cape Zubia's move towards peace and democracy?

   In your opinion, what is the single greatest threat to Cape Zubian peace and democracy?

3. "Extending the Activity" suggestion two is a useful evaluative tool.

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CAPE ZUBIA'S PLAN OF ACTION

Cape Zubia is a large country located in the Horn of Africa. For more than three decades Cape Zubia's fifty million citizens have endured civil war, recurring famine, environmental degradation, failed government policies, and dictatorial rule. Cape Zubia's proximity to the Middle East and strategic military bases made it a valuable ally during the Cold War; currently however, the United States and the former Soviet Union are losing interest in Cape Zubia's continuing difficulties.

In August 1992, Cape Zubia's decades-long civil war ended. Cape Zubia's dictatorial ruler, Isidore Musaka, fled the country as the coalition forces of the Cape Zubian Peoples Democratic Front (CZPDF) closed in on the capital, Ungama. The CZPDF ousted Musaka from power to establish a more representative form of government.

Today, Cape Zubians look to the future with a sense of relief and cautious optimism. For the first time in over thirty years, Cape Zubians meet publicly, talk without looking over their shoulders, and have begun forming political parties. Also, the CZPDF formed the Transitional Government of Cape Zubia (TGCZ) as an important step toward democratization. The TGCZ includes professionals, military leaders, and representatives from Cape Zubia's numerous ethnic groups. The most democratic government in Cape Zubia's history, the TGCZ is dedicated to upholding human rights, ending armed conflict, supporting self-determination by Cape Zubia's nationalities, rewriting the constitution, and holding multi-party elections.

Despite the end of the civil war, and the TGCZ's best intentions, ethnic conflict has increased in parts of Cape Zubia. In fact, some fighting continues. Everyone agrees that Cape Zubia faces many challenges in moving towards democracy and some people wonder whether a lasting peace can be achieved. The TGCZ has drafted and circulated the following objectives and is busy prioritizing them. The TGCZ is committed to doing this in a democratic spirit; consequently, they have asked you, the Cape Zubia people, to arrange the following objectives in order of importance (from first or most important; to sixth, relatively least important).

_____ To honor many Cape Zubians' requests to investigate the circumstances surrounding the deaths of family and friends killed during the previous government's rule and to try the imprisoned associates of the previous dictator.

_____ To reintegrate approximately 250,000 soldiers into rural communities and civilian life.

_____ To curb political tension, ethnic strife, and violence. (The transitional government gives Cape Zubia's different ethnic groups the right to self-determination. As a result, 150 different political groups have emerged and despite the end of the war, ethnic strife, and violence continue to plague the eastern and southern regions of Cape Zubia.)

_____ To provide food and shelter to approximately one million hungry and homeless people. (Hunger and homelessness have been exacerbated by continuing drought and ethnic violence that has brought food relief to a near standstill.)

_____ To organize a national election and transfer power to a democratically-elected government.

_____ To begin rebuilding the nation's infrastructure, such as roads, bridges, airports, communication networks, etc.

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III. LATIN AMERICAN ACTIVITIES

Title: **STARTING OVER IN EL SALVADOR**

Introduction: This activity simulates the self-governing process currently underway in rural El Salvador. In short, it places students in the position of Salvadorans returning from Honduran refugee camps, as well as the capital, San Salvador. Displaced by twelve years of civil war, these people are returning to their home towns in the provinces of Cuscatlan and Chalatenango in order to "start over."

Objectives: Upon completion of this activity, students will be able . . .

To explain the difficulties endured by rural citizens during civil wars.
To make distinctions between short, medium, and long-term developmental needs.
To respect contending viewpoints.
To compromise.

Grade Level: 9-12

Time: Three class periods

Materials:
Central American map
Handout #3.1, "Starting Over in El Salvador"
Handout #3.2, "Community Goals"
Handout #3.3, "Small Group Priorities"
Butcher paper and magic markers
Handout #3.4, "The First Year Budget"
Handout #3.5, "Community Council Consensus"

Procedures:

1. Introduce the activity by asking the students to locate El Salvador and Honduras on a Central American map. Distribute Handout #3.1 to the students and read it with them.

2. Present the following hypothetical situation to the students.

Along with 2,000 fellow Salvadorans, you have lived in a Honduran refugee camp since 1979. Your fellow community members respect the leadership you demonstrated in the refugee camp and have elected you to the community council. The community council is responsible for making decisions and providing direction to the community. At the war's conclusion, your community decided to return to El Salvador and "start over."

Upon returning home, the council surveyed all of the community members to determine their goals for "starting over." Your task is to evaluate the twenty-one goals and determine which are the most immediate or pressing goals. Likewise, you need to decide which goals can realistically be postponed for two or three more years. Approximately 1,500 children and 500 adults are counting on you to make wise decisions. You recognize and welcome the responsibility.

3. Distribute Handout #3.2 and review it with the students. Afterwards, in the left margin, have the students designate the seven goals that must be attended to most quickly. This is to be done

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individually. Once they have determined these goals, instruct them to number them in the left margin from 1 (most important) to 7. Again, this is to be done individually.

4. Organize the class into groups of four to six students. Explain that each student is a council member and that all of the small groups combined represent the entire community council. Also, explain that each small group is a working team that will eventually report their decisions to the entire council within a larger meeting. Instruct each group to choose one student to serve as a "recorder."

5. Provide the recorder in each group with Handout #3.3 and instruct him/her to share it with the entire group. Instruct the groups that their first task is to compare and contrast the top seven goals designated by each individual member. Next, students need to collectively decide and record on Handout #3.3 their top seven goals. This will require considerable discussion, debate, and compromise. Instruct each group to chose one student to serve as a "recorder."

Note To Teacher: Instruct the students that there are no "correct" answers, only well thought through decisions. Circulate among the groups and challenge the students to explain their choices. Simultaneously, challenge the students to carefully listen to one another.

6. Through discussion, debate, and compromise have the students identify their eighth through fourteenth priorities and have the recorder list them under Year Two. Similarly, have them identify their fifteenth through twenty-first priorities and record them under Year Three.

7. Optional: If time is available this capitalizes on students' artistic and mathematical interest and skills.

Ask each small group to further divide themselves into two subcommittees consisting of two or three students. Students more interested in math will most enjoy the "Budget Committee" and students more interested in art will most enjoy the "Architectural Committee."

Ask the "Architectural Committee" to construct a proposed blue print for the community. Provide the architectural committee members with a large sheet of butcher paper and magic markers. Instruct them to visually represent their proposed community. Ask them to consider how much farm land there will be and where it will be located. Also, where will the small businesses be located? Will the school and chapel be large or small (or share one building)? Encourage students to artistically embellish the plans.

Inform the "Budget Committee" members that they received $5,000 from Salvadoran churches and international human rights groups to help them accomplish their first year goals. Provide the "Budget Committee" members with Handout #3.4. Ask the students to decide as a committee how to allocate the $5,000 among their group's first year goals. Again, this will require discussion, debate and compromise. After the students have allotted the money, ask them to decide if outside assistance is positive or negative. If the students determine it is a positive development ask them to devise and write a brief plan for increasing their outside assistance. If the students decide outside assistance is a negative development have them write an explanatory paragraph.

8. Ask the students to arrange their seats for a class-wide meeting. Ask a spokesperson from each group to write their first seven priorities on the board. Also, ask each spokesperson to present a brief rationale for their group's decisions.

9. Provide each student with Handout #3.5. Inform the students that their most difficult task is at hand. As a council, they must identify the seven goals that the community will attend to in the first year. To identify the seven goals, facilitate a class discussion. Emphasize reasoning and begin negotiating compromises among the various student factions when time necessitates.

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10. Conclude the activity by discussing the following questions with the students:

    What additional goals would you add to the list?

    Would a soccer field provide an important outlet for the children at this point, or would it be an irresponsible use of land?

    What additional goals would you add to the list?

    What do you think about the Salvadorans' task?

    In your opinion, will the Salvadorans succeed in reestablishing their communities? Why or why not?

Extending the Activity:

Guide the students in designing more detailed research projects exploring the Salvadoran repopulation movement.

Evaluative Suggestion:

Ask students to write a letter to their fellow community members explaining the reasoning behind their first seven priorities.

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STARTING OVER IN EL SALVADOR

From 1979-1992, El Salvador was engaged in a civil war. The conflict was rooted in the country's unequal distribution of land, wealth, and power. Between 1980 and 1986, the civil war forced an estimated one million people to flee the country. It displaced another 500,000, leaving them economically vulnerable and subject to military attacks. Together, refugees and displaced people made up 30 percent of El Salvador's total population. Most of these people were uprooted by the Salvadoran government's military campaigns against the opposition force, the Farabundo Marti National Liberation Front (known as the FMLN).

During the 1980s government forces engaged in a deliberate policy of depopulation, in an effort to deprive the FMLN of civilian supporters and resources. Throughout the early 1980s, entire villages were deserted due to aerial bombardments, mortar shelling, and army ground sweeps aimed at citizens in FMLN-controlled areas. Known as "draining the sea," this policy drove hundreds of families to seek refuge in El Salvador's capital city, San Salvador. Hundreds of thousands more fled to neighboring Central American countries, Mexico, and the United States.

Despite the war, beginning in 1985, many refugee and displaced families became increasingly dissatisfied with their poor living conditions and lack of security and returned to their original communities. Many of these people had lived in Honduran refugee camps since 1979. The repopulation movement accelerated between October 1987 and March 1991. The war made life dangerous and difficult for those who chose to repopulate their villages. In some cases, government troops stole or burned crops, slaughtered livestock, destroyed homes, and even killed returning Salvadorans. The military also prevented food and medicine from entering the villages and restricted relief agencies' access. The Salvadoran human rights organization, known as Tutela Legal, blamed the government army for most of the human rights violations; however, they agreed with Americas Watch, the U.S.-based human rights group, who denounced the FMLN for causing civilian casualties by laying land mines and other explosives in populated areas during the warfare.

Despite these obstacles, many communities have successfully created new forms of self-government. Many of the former refugees and displaced persons have brought back organizational and technical skills that they acquired through training provided by relief agencies administering the refugee camps. These skills have enabled them to design and implement community projects. Also, since returning, most communities have made decisions through elected community councils. They are growing their own food, setting up small community businesses, and providing basic social services. They have received limited assistance from self-help groups, Salvadoran churches, and international human rights organizations. Despite some outside assistance, these resettled communities are depending primarily upon their determination, hard work, and cooperation. Residents of the repopulated communities continue to pressure authorities so that they can continue to rebuild their communities in peace. Overall, this movement has brought people a greater sense of stability and security and offers a model of development for the rural population of El Salvador.

Adapted from: Ana E. Aviles. "Refugees Rebuilding Their Villages in El Salvador." Hunger 1992, pp. 74-81. Bread for the World Institute on Hunger and Development, Washington, D.C., 1991.

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COMMUNITY GOALS

Build a dental clinic

Establish womens' projects enabling them to assume less traditional roles, such as community council members, cooperative leaders, health promoters, and teachers

Clear the land of weeds and war debris

Start a shoe making business

Initiate reforestation projects and an environmental project to prevent further soil erosion

Build temporary housing for widows, the elderly, and disabled community members

Start a carpentry business

Plant basic staples such as corn, beans, and rice

Start a sewing business

Build a bridge across the Sumpul River and roads to connect the community with other communities and with the major market in the provincial capital of Chalatenango City

Build grain storage facilities and organize an emergency food project

Initiate a day care center

Organize a poultry and cattle cooperative (providing extra protein, farming animals, and fertilizer)

Build a school

Establish an agricultural training school

Build a chapel

Devise a security plan

Establish a facility to produce herbal or traditional medicines

Build permanent housing

Organize a cooperative farming association, to purchase seeds, equipment, fertilizer, etc.

Build a heath clinic

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SMALL GROUP PRIORITIES

YEAR 1

PRIORITY

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

YEAR 2

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

YEAR 3

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

21 _____

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THE FIRST YEAR BUDGET

ALLOTTED MONEY	PRIORITY
_____	1 _____
_____	2 _____
_____	3 _____
_____	4 _____
_____	5 _____
_____	6 _____
_____	7 _____

TOTAL $5,000

KEY QUESTION: Will continued outside assistance help the community accomplish its goals from year to year, or will outside assistance eventually create dependency, reduce the community's independence, and possibly compromise community members' self-reliance?

Write a brief report under one of the following headings:

Our Rationale and Suggested Strategies for Increasing Outside Assistance
or
Our Rationale for Limiting Outside Assistance

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COMMUNITY COUNCIL CONSENSUS

YEAR 1

PRIORITY

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

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Title: **MEXICO CITY: TWENTY-TWO MILLION AND COUNTING**

Introduction: Most developing countries are confronted by tremendous urban growth. In this activity, students explore the problems presented by Mexico City's rapid growth and propose solutions to those problems. In a hypothetical situation, Mexico's $100 million debt will be absolved if the students' plans are creative and persuasive.

Objectives: Upon completion of this activity, students will be able. . .

To identify problems presented by rapid urban growth.
To suggest, analyze, and evaluate solutions to problems presented by rapid urban growth.
To explain why people in developing countries often prefer living in cities.

Grade Level: 9-12

Time: Three class periods

Materials:
Handout #3.6, "The World's Largest City"
Handout #3.7, "Mexico City's Challenges"
Handout #3.8, "Striking a Deal"
Handout #3.9, "The Social Service Plan"
Handout #3.10, "The Environmental Protection Plan"
Handout #3.11, "The Public Policy Plan"

Procedures:

1. Begin the activity by asking students about the advantages of urban life. Similarly, explore with the students the relative disadvantages of urban life. Next, discuss the advantages and disadvantages of rural life. The following charts may prove helpful. Visual representations (posters, slides, etc.) of urban and rural life will help the discussion as well.

Urban Life		Rural Life	
Advantages	Disadvantages	Advantages	Disadvantages

2. Discuss the following question with the students: What are the potential advantages and disadvantages of urban and rural life in developing countries? Then have students compare and contrast the advantages and disadvantages of urban and rural life in developing countries with the advantages and disadvantages previously discussed.

3. Distribute Handout #3.6 to the students and read and discuss it with them. Also, help the students grasp the tremendously large numbers. For example, twenty-two million people represents 9 percent of the U.S. population. Also, 500,000 is approximately the same number of people that live in Denver, Colorado, or Tampa, Florida.

4. Distribute Handout #3.7 to the students and read and discuss it with them.

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5. Ask each student to select one of the three plans that most interests them, Social Service Plan, Environmental Plan, or Public Policy Plan. If necessary, ask students to volunteer for their second choice in order to balance the groups. The groups should have an equal number of students. If you determine the groups are too large, create two social service groups, two environmental groups, and two public policy groups.

6. Distribute Handout #3.8 to the students and read and discuss it with them. After checking to see that the students understand their task, ask them to arrange their seats according to their particular plan (Social Service, Environmental, Public Policy).

7. Provide the "Social Service" students with Handout #3.9. Similarly, provide the "Environmental" students with Handout #3.10 and the "Public Policy" students with Handout #3.11.

8. Instruct students to reread and discuss Handout #3.7. Provide ample time for each group to discuss possible solutions and to commit their best solutions to paper by completing the appropriate handout. Circulate among the students and, if necessary, help them. Also, inform them that there are no "correct answers" and encourage creative solutions.

9. Ask each group to organize a five minute presentation explaining their plan. Instruct each group to chose three spokespeople to present their plan (one to present their plan to the individual residents of Mexico City, one to present their plan to the Mexican government, and one to present their plan to foreign governments and international organizations).

10. Ask students to rearrange their seats for the presentations and ask them to present their plans. Allow time for students to ask the respective spokes people questions. Following each presentation, facilitate a brief discussion among the students about the proposed solutions.

11. Conclude the activity by discussing the following questions with the students:

Are Mexico City's problems interrelated? If so, how are they interrelated?

Which problems are most important? Which can wait?

What do you predict for the future of Mexico City? Will it continue to grow at its present rate?

What will happen if growth continues at its present rate?

Do the problems of Mexico City affect your country? If so, how?

Extending the Activity:

1. Ask interested students to construct murals, create a photographic display, or write a poem contrasting urban and rural life.

2. Guide the students in conducting research on the world's other largest cities. Ask them to compare and contrast Mexico City with another "Top Ten" city. (Source: The World Almanac 1992)

2nd largest	Tokyo	7th largest	Calcutta
3rd largest	Sao Paulo	8th largest	Buenos Aires
4th largest	New York	9th largest	Bombay
5th largest	Shanghai	10th largest	Seoul
6th largest	Los Angeles		

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Evaluative Suggestion:

Instruct students to reverse roles and assume the part of the U.S. and European officials. Copy the students' plans and hand them out to each student. Make sure that students get plans from other groups that they did not help write. Provide them with time to analyze the plans and write an essay in which they approve of their creativity and overall persuasiveness and agree to forgive the debt as originally negotiated or they reject the plans and refuse to forgive the debt because they lack adequate creativity and overall persuasiveness. Instruct them to detail the reasons for their decision.

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THE WORLD'S LARGEST CITY

At 7,350 feet above sea level, Mexico City is one of the world's highest cities. It sits at the bottom of a basin surrounded by mountains that rise as high as 18,000 feet. In 1992, Mexico City's population was approximately twenty-two million, by the year 2000, it is expected to surge to roughly thirty-five million people.

Approximately 500,000 people are moving to Mexico City from the countryside each year. Why are so many people moving to Mexico City? First, Mexico's entire population is rapidly expanding. Throughout the country and within Mexico City, the birth rate is much higher than the death rate. Secondly, people's movement into Mexico City has been described as a tidal wave of hope. Specifically, people move to the city for the chance of a better job, a better education, and in the end, a better life. Third, Mexicans often equate living in Mexico City with the image of personal success. Despite its problems, most people prefer life in Mexico City to their life in the countryside. Also, Mexico's best universities, largest businesses, and most of its government offices are located in Mexico City.

Clearly, Mexico City's size and rapid growth present serious problems. However, it is important to remember that despite serious problems, not everyone in the city is poor. In fact, a small minority of rich people and a growing middle class reside in Mexico City. Also, broad boulevards combined with beautiful buildings, fountains, and churches dot the city's landscape.

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MEXICO CITY'S CHALLENGES

I. A SOCIAL SERVICE PLAN must be formulated to . . .

Provide housing for Mexico City's twenty-two million residents.

Provide running water to many residents' homes. More than two million residents don't have running water in their homes.

Provide sewage facilities throughout the city. Three million residents have no sewage facilities. Also, an earthquake in 1985 damaged parts of the system.

Provide garbage collection throughout the city. Half of the city has no garbage collection; as a result, a lot of garbage is illegally dumped.

Provide enough jobs. Twelve percent of residents are unemployed, 40 percent are underemployed--meaning they are employed at less than full time.

Provide residents with access to medical treatment. By some estimates, as many as one-half the people don't have any access to medical treatment.

II. An ENVIRONMENTAL PROTECTION PLAN must be formulated to. . .

Halt traffic congestion. Car ownership continually rises despite a subway system, taxis, and buses.

Halt air pollution. Mexico City's air is commonly considered the most polluted in the world. Car emissions are a more serious problem at high altitudes because thin air causes automobile engines to produce about twice as much carbon monoxide; as a result, breathing and related illnesses take a heavy toll. However, because Mexico City's air pollution has never been recorded, doctors say it is difficult to predict the likely permanent effects on people's health.

III. A PUBLIC POLICY PLAN must be formulated to . . .

Halt an additional 500,000 people from moving into the city each year. The city is expected to reach thirty-five million people at the turn of the century.

Raise more money to provide residents with basic services and alleviate poverty.

Coordinate political plans to halt growth from one presidential administration to another. Mexico has a one term, six year presidency.

Actually implement political plans. Past presidents' plans have been impressive, but have not been acted upon.

Evaluate fair prices for basic goods throughout the country. Mexico City residents frequently pay lower prices for goods and services like water, corn, electricity, and public transportation than people in rural areas. This creates additional jobs which continues to attract people looking for work and more affordable goods and services.

Alter the common image that equates living in Mexico City with personal success.

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STRIKING A DEAL

The Mexican government increasingly struggles to slow Mexico City's growth and resolve the city's problems. As the largest city in the world, the United Nations carefully monitors what is happening in there. Officials at the United Nations believe that if solutions can be found to halt Mexico City's growth, similar strategies can be applied to slow growth and improve life in other cities throughout the developing world.

However, the Mexican government has argued that it can't afford to attend to the city's problems because it owes more than $100 million dollars to the United States and Western European countries that have lent it money in the past. Also, they complain that the money they earn from exporting petroleum is considerably less than in the past. As a result, the United Nation's has negotiated a deal on behalf of the Mexican government. U.N. officials have managed to get U.S. and European officials to forgive Mexico's debt **if plans are put in place that creatively and convincingly address the continual problems in Mexico City**. Also, U.S. and European officials have stipulated that **the plans must propose actions for individual residents of Mexico City, the Mexican government and finally, foreign governments and international organizations**. U.S. officials reportedly agreed to the arrangement because they claimed, "Mexico's problems are increasingly felt inside the United States."

You have been selected by the U.N. to work on one of three planning committees. Your task is to design a plan to submit a **creative and convincing plan** to the United Nations in order to secure Mexican debt relief.

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THE SOCIAL SERVICE PLAN

WE PROPOSE THE FOLLOWING ACTIONS FOR. . .

INDIVIDUAL RESIDENTS OF MEXICO CITY

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THE MEXICAN GOVERNMENT

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FOREIGN GOVERNMENTS AND INTERNATIONAL ORGANIZATIONS

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THE ENVIRONMENTAL PROTECTION PLAN

WE PROPOSE THE FOLLOWING ACTIONS FOR. . .

INDIVIDUAL RESIDENTS OF MEXICO CITY

THE MEXICAN GOVERNMENT

FOREIGN GOVERNMENTS AND INTERNATIONAL ORGANIZATIONS

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THE PUBLIC POLICY PLAN

WE PROPOSE THE FOLLOWING ACTIONS FOR. . .

INDIVIDUAL RESIDENTS OF MEXICO CITY

THE MEXICAN GOVERNMENT

FOREIGN GOVERNMENTS AND INTERNATIONAL ORGANIZATIONS

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Title: MADE IN NORTH AMERICA

Introduction: A representative from Ohio has stated, "Congress should not rush into a free-trade agreement with Mexico unless it has its eyes fully open and knows what the ramifications might be." In this activity, students explore the potential impact of adding Mexico to the existing United States-Canada free trade arrangement. Students decide who is most likely to benefit from the North American Free Trade Agreement (NAFTA) and who is most likely to lose. In the end, students role play congressmen and women and cast their vote for or against the NAFTA's approval.

Objectives: Upon completion of this activity, students will be able. . .

To describe and predict potential changes resulting from a North American Free Trade Agreement.
To critically analyze the costs and benefits of a North American Free Trade Agreement.
To appreciate the complexity inherent in economics and international trade.
To appreciate contending perspectives on whether the North American Free Trade Agreement should be approved.

Grade Level: 9-12

Time: Four class periods

Materials:
Handout #3.12, "Scenario One, Restructuring on the Rio Grande"
Handout #3.13, "Scenario Two, Energy"
Handout #3.14, "Scenario Three, The Environment"
Handout #3.15, "Scenario Four, Heightened Competition"

Procedures:

1. Introduce the activity by asking the students to reflect on whether they have ever planned something that turned out to have unintended consequences.

2. Ask the students to write for ten minutes about an incident that had unforeseen outcomes. Ask a few volunteers to read their vignettes.

3. Explain to students that nations frequently make plans that have unforeseen results. For example, former Soviet officials didn't foresee that their military buildup would contribute to economic hardship and the Union's breakup. Nor did United States' leaders expect that military aid to El Salvador would prove ineffective in ending their civil war.

4. Inform students that a United States-Canadian Free Trade Agreement took effect on January 1, 1989, and that the United States is working towards a similar agreement with Mexico. The goal is a North American Free Trade Agreement (NAFTA) that would be similar to the New Europe. If the agreement is approved, import restrictions will be lifted, and consumer goods will flow freely to and from Mexico, the United States, and Canada.

5. Introduce students to some of the fundamental issues surrounding the NAFTA. In general terms, discuss with the students potential advantages and disadvantages of free trade between the U.S. and Mexico.

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Note to Teacher: Although the language of the scenario is definitive, in actuality, the suggested chain of events are tentative and imperfect hypotheses. Carefully read "Teacher's Guide: Scenario One, Restructuring on the Rio Grande" page 100.

6. Provide students with Handout #3.12 and ask them to carefully read it. Inform them that these are educated guesses concerning the possible effects of the NAFTA on Texans and Mexicans involved in grain farming and cattle ranching.

7. Ask the students to think about the first heading, "Additional Potential Reactions." Collectively begin listing the students' ideas. If the students have difficulty in imagining possible consequences, assist them by using the Teachers Guide. Similarly, discuss and record the direct and indirect winners and losers. Again, if necessary, assist the students by drawing on the Teachers Guide.

8. Inform the students that they are about to analyze a related scenario. Inform them that once they are organized into working groups and provided with their topic, they should carefully read and discuss their particular scenario. Next, organize the students into six groups and ask each group to form a circle with their desks.

Note to Teacher: Two groups work simultaneously on an identical scenario. However, they work as independent groups.

9. Provide groups one and two with Handout #3.13. Similarly, provide groups three and four with Handout #3.14 and groups five and six with Handout #3.15. After the students have carefully read and discussed their scenario ask them to collectively complete the handout. Each student should participate in the discussion and complete their own handout.

Note to Teacher: Assist and encourage the students while they complete their handouts. Also, provide ample time for the students to complete them.

10. Upon completing their handouts, ask the students from groups one and two to form a larger circle. Ask the students from the two groups to share their ideas with one another. Encourage them to combine their ideas and write on the back of their handouts if necessary. Ask the students in groups three and four and five and six to do likewise.

11. Based on their particular scenario, ask each large group to discuss and decide whether they recommend approving the NAFTA. Next, ask each of the three large groups to select one student representative to present the ideas written on their handout to the entire class. The student representative should prepare a five minute presentation and should begin the presentation by clearly stating their groups' recommendation.

12. Ask the students to return to their original seats and provide the students from groups one and two, who originally received Handout #3.13, with Handouts #3.14 and #3.15. Similarly, provide the students from groups three and four, who originally received Handout #3.14, with Handouts #3.13 and #3.15. Finally, provide the students from groups five and six, who originally received Handout #3.13, with Handouts #3.14 and #3.15.

13. Ask the student representative from groups one and two to address the class on their group's ideas as recorded on Handout #3.13 and their recommendation on whether the NAFTA should be approved. Simultaneous to the student's presentation, ask the students from groups three, four, five, and six, to complete Handout #3.13. Encourage the students to ask the student representative questions. Similarly, ask the student representative from groups three and four and five and six to address the class while the students from groups one, two, five and six, complete Handout #3.14. Finally, ask the student representative from groups five and six to address the class while the students from groups one, two, three, and four, complete Handout #3.15.

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14. For homework, ask the students to complete the following assignment:

You are a United States Senator about to vote for or against the NAFTA. Carefully analyze Handouts #3.12, #3.13, #3.14, and #3.15 and write a five minute speech in which you clearly state and defend your position. Your speech will be delivered on the floor of the Senate and it will be broadcast nation wide on C-SPAN; therefore, it should be thoughtful, organized, and persuasive.

15. After collecting the homework assignment, tally the results and inform students whether they approved or rejected the NAFTA. Also, time permitting, ask student volunteers to present their speeches.

16. Conclude the activity by discussing the following questions with the students:

If you were a Mexican citizen would you support the NAFTA? Why or why not?

Which groups of people are most likely to support the NAFTA's approval? Why?

Which groups of people are least likely to support the NAFTA's approval? Why?

In comparison to skilled workers (doctors for example), why are unskilled laborers (furniture manufacturers for example) more vulnerable to layoffs?

Could the NAFTA be structured to protect unskilled laborers? If so, how?

Could the NAFTA be structured to protect the environment on both sides of the border? If so, how?

Extending the Activity:

1. Encourage students to write U.S. Representatives or Senators to find out their positions on the NAFTA.

2. Guide the students in researching the European Community's Social Charter. The Social Charter addresses pertinent social issues relating to European economic integration. Based on that charter, ask students to write a Social Charter for the NAFTA.

3. Alter the homework assignment by informing the students that they are members of the U.S. House of Representatives; and as a result, they represent approximately 575,000 people. Assign the students to specific congressional districts that would take particular interest in the NAFTA (Detroit, Brownsville, Texas, San Diego, etc.). Ask them to write their speeches with reelection in mind. In other words, their speech should closely reflect their constituents' views.

4. Introduce public speaking skills. Require students to deliver their speeches (see Procedure14). Videotape and critique the students' speeches.

Evaluative Suggestions:

1. Assess the homework assignment referred to in step 14 under "Procedures."

2. Evaluate the students' ability to work together in groups.

3. If students deliver their written speeches, evaluate them as well.

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TEACHER'S GUIDE: SCENARIO ONE, RESTRUCTURING ON THE RIO GRANDE

U.S. growers of feed grains from Texas and other states sell their grain for less than Mexican grain farmers > Millions of small Mexican farmers are driven out of business > The availability of less expensive feed grain to Mexican ranchers makes Mexican beef less expensive than Texas beef > U.S. meat processing plants relocate to Mexico > Many U.S. ranchers have nowhere to sell their cattle.

ADDITIONAL POTENTIAL REACTIONS:

Unemployed Mexican grain farmers might find employment on fruit and vegetable farms. The surplus of labor will make these farms even more competitive, hurting U.S. farmers.

Unemployed Mexican grain farmers might migrate to Mexico City or other Mexican cities. Accelerated urban migration will further complicate urban problems.

Unemployed Mexican grain farmers might go north to find jobs as undocumented workers in the farms and factories of the U.S. This will result in lower wages for United States' unskilled laborers.

Unsuccessful Mexican grain farms might be converted to fruit or vegetable production, offering even more competition for U.S. farmers.

Unsuccessful Mexican grain farms might be converted to manufacturing centers. This will result in reduced food production.

Some U.S. meat processors will lose their jobs. Consequently, some Mexican citizens will find employment as meat processors.

Unemployed U.S. ranchers may need government assistance. United States citizens' taxes will be raised.

Ultimately, as Mexican grain farmers are driven out of business, competition will lessen and U.S. grain will gradually increase in price.

DIRECT WINNERS
U.S. grain farmers
Mexican ranchers
Mexicans employed as meat processors

DIRECT LOSERS
Mexican grain farmers
Texas ranchers
U.S. meat processors

INDIRECT WINNERS
Consumers will pay less for beef
U.S. business owners dependent upon unskilled laborers

INDIRECT LOSERS
Mexico's urban residents
Immigration officials
U.S. farmers
U.S. tax payers
Unskilled U.S. laborers
Overtime, Mexican ranchers-- because grain prices will gradually increase as more Mexican grain farmers are driven out of business

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Source: "Mexico: A New Economic Era". Business Week, November 12, 1990 pp. 102-105, 108, 110 also in Global Issues 91/92, pp. 128-131. Annual Editions: Dushkin Publishing Group.
Pendleton, Scott. "Texans Concerned Over Free Trade With Mexico," The Christian Science Monitor (December 31, 1991): 7.

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SCENARIO ONE
RESTRUCTURING ON THE RIO GRANDE

U.S. growers of feed grains from Texas and other states sell their grain for less than Mexican grain farmers > Millions of small Mexican farmers are driven out of business > The availability of less expensive feed grain to Mexican ranchers makes Mexican beef less expensive than Texas beef > U.S. meat processing plants relocate to Mexico > Many U.S. ranchers have nowhere to sell their cattle.

ADDITIONAL POTENTIAL REACTIONS:

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DIRECT WINNERS

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DIRECT LOSERS

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INDIRECT WINNERS

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INDIRECT LOSERS

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SCENARIO TWO
ENERGY

The North American Free Trade Agreement (NAFTA) opens Mexico's oil industry to U.S. oil companies > U.S. exploration and development contracts in Mexico increase > The United States' energy dependence on the Middle East lessens > The United States' reliance on cheap energy imports continues > Pressure to conserve energy and develop alternative energy sources decreases.

ADDITIONAL POTENTIAL REACTIONS:

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DIRECT WINNERS

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SCENARIO THREE
THE ENVIRONMENT

New antismog controls directed towards furniture manufacturers are introduced in Los Angeles > Rather than meeting the new controls, 40 businesses announce their departure to Mexico where environmental restrictions aren't enforced > Environmental degradation accelerates in Mexico > Many Californian furniture workers (earning $5-$10 **an hour**) lose their jobs, others receive lower wages > Many Mexicans (earning $5-$10 **a day**) are employed as furniture manufacturers > Consumers in the United States pay less for furniture > In order to save U.S. jobs, pressure to reduce the level and enforcement of environmental regulations in the United States increases.

ADDITIONAL POTENTIAL REACTIONS:

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DIRECT WINNERS

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DIRECT LOSERS

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INDIRECT WINNERS

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SCENARIO FOUR
HEIGHTENED COMPETITION

Pressure to lift U.S. restrictions on Mexican textile, steel, fruit, and vegetable imports increases > Competition in the U.S. intensifies in these economic sectors > Consumers pay less for these goods > Some United States' citizens employed in these industries lose their jobs > Those who survive job cuts receive lower wages.

ADDITIONAL POTENTIAL REACTIONS:

DIRECT WINNERS

DIRECT LOSERS

INDIRECT WINNERS

INDIRECT LOSERS

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Title: **ROSES OR ROSAS?**

Introduction: Increasingly, United States citizens are debating the merits of international free trade. Typically, international free trade debates are couched in terms of patriotism. More discussions are needed that explore the subtle and complex effects of international free trade. In this activity, students role play consumers and contemplate a seemingly simple economic decision whether to pay $25 for one dozen U.S. roses or $15 for one dozen Colombian roses. Several factors weigh on the students' minds. The dilemma is intended to help students better appreciate the complexity that characterizes international free trade.

Objectives: Upon completion of this activity, students will be able. . .

To appreciate multiple perspectives towards international free trade and economic decision making.
To appreciate the complexity of international free trade.

Grade Level: 9-12

Time: One class period

Materials: Handout #3.16, "Roses or Rosas?"
Handout #3.17, "Conceivable Arguments"

Procedures:

1. Introduce the activity by asking the students to discuss the following: Why do nations trade with one another? Most likely, students will suggest that nations trade with one another to increase the goods they can make available to their respective citizens. While this is definitely true, challenge students to consider additional reasons. At a minimum, inform the students that many nations are capable of producing what they import, but save money by importing the goods from countries that have lower production costs.

2. Inform the students that they are about to be asked to make a difficult decision. Distribute Handout #3.16 to the students and carefully read the two introductory paragraphs with them. Next, ask two student volunteers to read the subsequent dialogue. Ask one student to read the student's lines and the other to read the owners.

3. Study Handout #3.17 and write the following chart on the chalkboard.

ARGUMENTS FOR BUYING. . .

Domestic Roses	Colombian Roses

Ask the students to think about their decision. Before discussing their actual decisions, ask students to suggest arguments for both "buying U.S." and then "buying Colombian." If the students overlook the selected arguments from Handout #3.17, reword those arguments into questions and try to draw the ideas out of the students.

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4. Once the students have had ample time to consider both viewpoints, ask them to imagine purchasing their roses. Next, ask the students to write a short reflective essay revealing their thoughts as they stand at the cash register and watch the florist prepare their roses. What are they thinking as they take out the $15 or $25 from their wallet or purse? What most influenced them to "buy U.S. or "buy Colombian?"

5. After the students have finished writing, survey the class to see how many students purchased the U.S. roses and how many purchased the Colombian roses. Ask if any student volunteers would like to read their essays.

6. Conclude the activity, by discussing the following questions with the students:

How would you feel if you were a U.S. flower grower who couldn't compete any longer because of Colombian competition? What would you do?

If people purchase Colombian roses are they "un-American?"

What makes a person patriotic or unpatriotic?

Since the U.S. is interested in reducing Colombian drug production, should U.S. botanists help the Colombians grow healthier roses? Why or why not?

Assuming a person had $25 to start with and then purchased Colombian roses, what types of businesses could he or she support with the $10 in savings? Are the businesses that receive additional customers, operated by U.S. or foreign citizens?

What would happen if someone organized a boycott against Colombian roses?

What would happen if the U.S. government placed a tariff (or import tax) on Colombian roses so that the prices of Columbian and U.S. roses were identical? Is it possible that Colombians would then tax U.S. goods as they enter Colombia? What are the advantages and disadvantages of taxing imports?

Is there a mutually acceptable alternative to taxing one anothers imports?

Extending the Activity:

Encourage interested students to survey friends and family on the above decision. Ask them to share their results with the class.

Evaluative Suggestion:

Read the students' essays. Do they demonstrate thoughtfulness. Did the students genuinely consider both points of view?

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ROSES OR ROSAS?

Increasingly, United States citizens are debating the merits of international free trade. Some people suggest that U.S. citizens' fondness for foreign products ends up hurting U.S. businesses and contributes to heightened unemployment and economic hardship in the U.S. Some U.S. citizens respond that Honda's and Toyota's outstanding maintenance records, not patriotism, motivates them to purchase Accords and Camrys. International free trade is complex and controversial. As economic interdependence accelerates, controversies will continue throughout the 1990s and beyond. Regardless of contending viewpoints on the merits of international free trade, it is increasingly clear that one nation's economic decisions frequently create economic, social, and even political changes in other nations.

Consider Colombian roses. You want to buy a rose for a friend. On second thought, you decide this is a special friend and decide to buy a dozen roses. You walk into your local florist and are taken aback by the overwhelming selection. You ask the owner for help. He is knowledgeable, friendly, patient, and quite helpful. You have the following discussion.

Student: How much do a dozen roses cost?

Owner: Depends. We have some for $15 a dozen and others for $25 a dozen.

Student: The stems are the same length and they look similarly, so why are they priced so differently?

Owner: The $15 roses are from Colombia and the $25 ones are grown here. The Colombian growers receive very low wages and are able to grow them and export them here for considerably less than U.S. growers.

Student: Which roses do most people buy?

Owner: I'd have to check my receipts, but I think it is about half and half. Some people look straight at the two prices and grab the $15 roses--no questions asked. Others feel that over the course of a few days the U.S. roses look a little nicer and hold up better.

Student: Is there a difference in quality?

Owner: Yes there is. The U.S. roses are fresher and tend to hold water better. This helps them last longer and the petals open more fully than the Colombian roses. Also, the stems don't bend as often.

Student: So, you think the additional $10 is worth it?

Owner: I'm not sure. Carefully spent, $10 can buy a few meals worth of groceries. Also, the U.S. government wants to support Colombian flower growers to encourage alternatives to drug production. However, you also have to think about supporting the U. S. growers.

Student: I sure appreciate your taking time to talk to me, but I'm more confused now than I first walked in. Which would you purchase?

Owner: Neither. I take the leftover roses home for free!

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CONCEIVABLE ARGUMENTS

FOR BUYING DOMESTIC ROSES

Supports U.S. growers. U.S. citizens should do everything possible to support one another--even if it costs more.

The roses are superior. What's an extra ten dollars? They'll last longer and the friend will appreciate them more.

If U.S. growers lose their jobs and have difficulty finding new ones, the government will have to support them, this may necessitate higher taxes.

FOR BUYING COLOMBIAN

Ten dollars is a considerable savings. The savings can be used to support other U.S. businesses.

The Colombian growers are poorer than the U.S. growers. Helping diminish their poverty is most important.

Helping reduce drug production will benefit the U.S. in many ways. In the long term, it may help reduce criminal activity.

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Title: **WHO'S WHO?**

Introduction: In this activity, students review a survey that illustrates Brazilians' ability to recognize prominent politicians, entertainers, and athletes and conduct their own survey to assess whether politicians, entertainers, or athletes are more widely recognized in their country. After conducting their survey, the students organize and interpret their findings. Ultimately, students analyze their findings in light of the Brazilian results and reflect on whether they learned anything worthwhile about their country.

Objectives: Upon completion of this activity, students will be able. . .

To compare and contrast cultural symbols in Brazil and their country.
To conduct a survey to assess whether politicians, entertainers, or athletes are more widely recognized in their country.
To interpret the subsequent data.

Grade Level: 9-12

Time: Three class periods plus homework

Materials:
Handout #3.18, "Shared Symbols of Brazilian Culture"
Handout #3.19, "Survey Guide: Photo Recognition Test"
Handout #3.20, "Photo Recognition Test: Class Totals"
Construction paper, scissors, glue or tape
Magazines and newspapers with pictures of prominent politicians, entertainers, and athletes

Procedures:

1. Begin the activity by asking the students to discuss the following question: Who are the most recognizable individuals in their country? Encourage a wide range of answers and write them on the board. After the students have suggested ten to fifteen people, ask them to categorize their suggestions and decide whether more politicians, entertainers, or athletes were mentioned.

Note to Teacher: Many people consider athletes a subset of entertainers; however, for the purposes of this activity, a line is drawn between the two.

2. Distribute Handout #3.18 to the students and read and discuss it with them. Ask the students to compare and contrast the three Brazilian categories with the categories they created during procedure one. Next, ask the students to predict whether people in their country would be more likely to recognize prominent politicians, entertainers, or athletes.

3. Distribute Handout #3.19, to the students. Inform the students that they are going to conduct a parallel survey. To get started, students need to fill in the names of four prominent politicians, entertainers, and athletes, on Handout #3.19; therefore, ask the students to suggest possible choices and provide ample time for them to agree on all twelve people. You may save time by referring the students to their original list.

Also, alert the students to two considerations. First, the majority of people surveyed will be expected to successfully identify most of the twelve people that the students' select; therefore, students should

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make sure that the twelve people are truly in the public eye. Second, a photograph of each prominent person will need to be cut out of a magazine or newspaper; therefore, students should consider the accessibility of these peoples' photographs.

After the students have considered these criteria and agree on twelve people, ask them to fill in the names on Handout #3.19.

4. In order for students to help one another, ask them to form three person research teams. Also, the survey will be conducted after school, therefore, encourage students to work with friends with whom they spend time outside of class.

Distribute the magazines and newspapers to the students. Ask each team to find one picture for each of their selected politicians, entertainers, and athletes. Once students locate the pictures, ask them to cut the pictures out and tape or glue them onto twelve separate pieces of construction paper. If there aren't enough pictures for each team to construct a complete set, ask each team to divide responsibilities among themselves and complete the task at home. Also, if the originals photocopy clearly enough, encourage teams to photocopy one another's pictures.

5. Once each team has put their photographs together, ask the students to decide what type of group they would like to survey. Help the students decide whether they would like to survey other students or a group more representative of their community. Once students have identified the "population" they are most interested in learning about, divide the number of teams by one hundred to determine how many people each team will need to survey. For example, if there are ten teams (thirty students), each team should survey ten people. Similarly, if there are five teams (fifteen students), each team should survey twenty people. Students may decide to survey more people; however, surveying one hundred people will simplify subsequent calculations.

6. For homework, ask each team to survey the prearranged number of people. Instruct the teams to use Handout #3.19 to collect their data. Depending upon how people answer, ask the students to simply put a "✓" or "x" under the appropriate column heading next to the appropriate number.

7. Next, distribute Handout #3.20 to the students. Ask them to fill in the politicians, entertainers, and athletes names. Next, ask one student to facilitate combining individual team data into class totals. Instruct this student to ask each team how many of the people they surveyed successfully named the first politician. Following this, ask the facilitator to calculate the total number of successful people on the board. Next, instruct the student facilitator to ask each team how many of the people could not name the first politician. Similarly, calculate the total number of these people on the board. Ask the student facilitator to instruct the remaining students to fill in the totals for the first politician. Following this, ask the student facilitator and remaining students to calculate the percentage of people who successfully named the first politician. Inform the students to calculate this figure by dividing the total number of correct respondents into the total number of respondents. For example:

POLITICIANS	CAN NAME	CAN'T NAME	PERCENTAGE
1. _____	82	18	82÷100 = 82%

After calculating the totals for the remaining three politicians, ask the student facilitator to calculate the category totals, adding the results of all four politicians. Ask the remaining students to check the facilitator's calculations. Once the students agree that the calculations are correct, instruct them to complete the same process for the remaining two categories.

8. Ask the students to analyze their findings and to discuss the following questions:

Are the results surprising? Why or why not?

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What kind of conclusions can be drawn from the results? In other words, how do you interpret the findings?

How do your findings compare and contrast with the Brazilian results?

How do you explain the similarities and differences between the two sets of results?

Have the survey results heightened your curiosity about anything else? If so, what?

For future use, how can the survey be improved?

9. Inform the students that one of the original researcher's assumptions was that she could learn something worthwhile about Brazil by comparing and contrasting Brazilians' interest in public personalities. Conclude the activity by asking the students whether they agree with her assumption. Ask the students who agree with her what worthwhile information they learned about their country. Ask the remaining students to explain why they disagree.

Extending the Activity:

1. Ask interested students to design another photograph recognition test based upon prominent people in the international community. Ask the students to assess the international awareness of the people they survey.

2. Ask interested, sports-minded students, to compile a list of prominent past and present athletes in their country with their associated nicknames. Ask those students to explore other ways that fans develop a "familylike sense of closeness" with the athletes.

3. Again, ask interested, sports-minded students, to conduct research and write a biographical comparison on two of the world's most famous athletes: Pele and Michael Jordan. Through their research, encourage the students to explore similarities and differences between life in Brazil and the United States.

4. The original researcher believed that people who can identify their society's leaders, celebrities, and heroes experience a sense of "belonging" that those people who can't identify their leaders, celebrities, and heroes do not experience. She believed that those people who could identify public personalities experience a sense of "belonging" because they talk to others with the assurance that their comments about these people are understood. Pose the following question to the students: Do you agree with her position? Why or why not?

5. Ask the students to design and conduct another survey. Encourage them to create their own categories (prominent business leaders, best-selling authors, etc.). Ask them to share their results with the class.

Evaluative Suggestion:

Within procedure eight, students are challenged to analyze their findings. Based on the resulting discussion, assess how thoroughly the students did so.

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SHARED SYMBOLS OF BRAZILIAN CULTURE

In the 1970s, a researcher in Brazil was interested in the role soccer played in Brazilian life. One issue she analyzed was how soccer players compared with other public personalities as common symbols of Brazilian culture. To explore this, she designed a photograph recognition test. She showed 200 Brazilian men--because Brazilian men follow soccer most closely--photographs of prominent politicians, entertainers, and soccer players, and asked each one to name as many of the persons pictured as possible. Here are her results.

PERCENTAGE OF MEN WHO RECOGNIZED BRAZIL'S MOST PROMINENT...

POLITICIANS--56% ENTERTAINERS--85% SOCCER PLAYERS--81%

MORE SPECIFIC FINDINGS INCLUDED:

POLITICIANS

12% failed to recognize the president, although his picture was hanging in all public buildings and he appeared regularly on television and in the newspapers.

68% couldn't recognize the Finance Minister who was second to the president in terms of television and newspaper coverage.

Despite the media attention given to the Watergate scandal, only 59% recognized then U.S. president, Richard Nixon.

ENTERTAINERS

95% correctly identified Latin America's most popular singer.

99% correctly identified Brazil's most popular television comedian.

60% correctly identified the female star of a nightly prime time soap opera-giving her a higher rating than all the politicians except for the president.

SOCCER PLAYERS

199 out of 200, or 99.5%, correctly identified Pele, the most famous soccer player in history.

AFTER ANALYZING HER DATA, SHE OFFERED THE FOLLOWING THOUGHTS:

Television personalities were recognized by so many respondents because there are fewer channels on Brazilian television compared to television in the United States.

She predicted that soccer players' recognition will match that of other entertainers as soccer receives more television exposure and players are used to endorse more and more products.

Soccer players were recognized so frequently because Brazilians have one primary national sport. As a result, Brazilians do not divide their interests and loyalties among multiple sets of athletes as do fans in the United States.

Brazilians refer to soccer players with nicknames-the familiarity expressed by nicknames is one of many ways that a familylike closeness between soccer player and fan is cultivated in Brazil (another way is through newspaper summaries of the games).

Source: Janet Lever . Soccer Madness. Chicago: The University of Chicago Press, 1983.

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SURVEY GUIDE: PHOTO RECOGNITION TEST

NAME THE PEOPLE IN THESE PHOTOS:

POLITICIANS' NAMES	CAN NAME	CAN'T NAME
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

ENTERTAINERS' NAMES	CAN NAME	CAN'T NAME
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

ATHLETES' NAMES	CAN NAME	CAN'T NAME
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

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PHOTO RECOGNITION TEST: CLASS TOTALS

NAME THE PEOPLE IN THESE PHOTOS. . .

POLITICIANS' NAMES	CAN NAME	CAN'T NAME	PERCENTAGE
1. _____	1. _____	1. _____	_____
2. _____	2. _____	2. _____	_____
3. _____	3. _____	3. _____	_____
4. _____	4. _____	4. _____	_____
CATEGORY TOTALS	_____	_____	_____

ENTERTAINERS NAMES	CAN NAME	CAN'T NAME	PERCENTAGE
1. _____	1. _____	1. _____	_____
2. _____	2. _____	2. _____	_____
3. _____	3. _____	3. _____	_____
4. _____	4. _____	4. _____	_____
CATEGORY TOTALS	_____	_____	_____

ATHLETES' NAMES	CAN NAME	CAN'T NAME	PERCENTAGE
1. _____	1. _____	1. _____	_____
2. _____	2. _____	2. _____	_____
3. _____	3. _____	3. _____	_____
4. _____	4. _____	4. _____	_____
CATEGORY TOTALS	_____	_____	_____

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Title: **A FUTURE FORCE?**

Introduction: Many political scientists consider national unity a prerequisite for development. However, national unity eludes many countries. In this activity, students reflect on factors contributing to and detracting from Brazilian unity. Political scientists expect Brazil to play an increasingly prominent role in twenty-first century world politics; however, this depends in part, upon Brazilian unity. Ultimately, students design a national soccer flag intended to strengthen Brazilian unity and pride.

Objective: Upon completion of this activity, students will be able. . .

To distinguish between factors that contribute to, and detract from, national unity.
To create artistic images intended to strengthen national unity.

Grade Level: 9-12

Time: One class period plus homework

Materials:
Handout #3.21, "A Future Force?"
White construction paper, poster board, or equivalent
Pencils with erasers, markers, or colored pencils
Stencils and erasers
4"x6" index cards

Procedure:

1. Introduce the activity by asking the students the following question. Is your country unified? Challenge the students to support their opinions with evidence and examples. Next, ask the students to list factors that contribute to national unity. Similarly, ask the students to list factors that detract from national unity. Explain to the students that in the following activity they are going to participate in a hypothetical situation and reflect upon factors that contribute to, and detract from, national unity in Brazil.

2. Write the following terms and definitions on the board.

motto: a short expression of a guiding principle example: "The Peace Corps--the toughest job you'll ever love."

symbol: something that stands for or suggests something else by reason of relationship, association, or resemblance example: a lion is a symbol of courage

3. Distribute Handout #3.21 to the students. Before reading the handout, explain that the team of researchers is fictional, but the content of the report is factual. Next, read and discuss the handout with the students. After reading and discussing the handout, arrange the class into small groups of two or three students.

Note to Teacher: Students will benefit from additional reading. Time permitting, provide access to additional reference materials.

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4. Provide each group with the materials needed to make one flag: white construction paper or poster board, pencils with erasers, markers or colored pencils, and stencils. Encourage the students to first sketch their flags in pencil.

Allow sufficient time for students to complete their flags. Once they finish the flags, ask the students to write a paragraph explaining their symbol and use of colors. Once students complete a final draft of the paragraph provide then with a 4" x 6" index card and instruct them to copy the paragraph onto the card and tape it to the very bottom of the flag (so it hangs below it).

5. Display the flags and conclude the activity by discussing the following questions with the students:

If your flags were actually produced and distributed throughout Brazil, would they strengthen Brazilian unity and generate national pride?

What do you like most about your flags?

Are artists influential enough to create national unity and pride? Why or why not?

What other occupations, or groups of people, influence national unity?

What are some ways you can strengthen unity within your school and community?

What did you learn about Brazil that surprised you?

Extending the Activity:

1. Encourage the students to create flags intended to strengthen school unity.

2. Encourage the students to complete the same process with different countries. Students can create national seals, or flags, independent of athletic teams.

Evaluative Suggestions:

1. Evaluating art is enigmatic. One option is to ask the students to critique their own work through question one in procedure five.

2. Assess each group's effort and teamwork.

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A FUTURE FORCE?

The Brazilian president is determined to strengthen national unity and pride. Recently, he assembled a team of researchers to evaluate Brazilian unity. Their findings supported his belief that more needed to be done to strengthen national unity. They began their report to the president by identifying factors that contribute to national unity. Among other factors, they highlighted Brazilian's devotion to the Catholic faith, their use of Portuguese as the common language, and their affection for Brazil's distinct music.

They also identified three challenges to improved national unity. First, they pointed out that Brazil is the largest and most populous nation in South America. They reported that Brazil covers nearly half of the continent and has common boundaries with every South American country except Chile and Ecuador. Also, its population is larger than the total of all the other South American countries combined. As a result, there is tremendous cultural diversity, perhaps even more than in the United States. For example, they wrote that although Portuguese, Africans, and mulattoes are the largest groups, there are also Italian, German, Japanese, native Indian, Jewish, and Arab Brazilians.

Second, they reported that the population was unevenly distributed and plagued by severe economic inequality. They explained that 90 percent of the people are crowded into 10 percent of the land. Also, the richest 1 percent of Brazilians own 45 percent of the land and annually earn as much as the poorest half of the population combined. They summarized, economic growth is taking place, but the gap between the haves and the have-nots is widening.

Third, the researchers pointed to insufficient transportation and communication networks as factors that were further separating people. To complicate matters, they reported that Brazil has one of the fastest rates of urban growth in the world. Consequently, the government faces acute problems in cities where diverse newcomers face poor job prospects, inadequate housing, and other public service shortages.

The research team concluded their report with recommendations: maintain positive relations with the Catholic Church, lend support to musicians and other artists, improve transportation and communication networks, and introduce a new tax policy to assist the poor. They also encouraged the president to consider new strategies. The report inspired the president to reflect on his own fondness for Brazil. He decided he is most proud when Brazil's national soccer team competes against other countries. He is convinced that the national soccer team helps bring Brazilians together, but that the team can contribute even more to national unity in the future. As the Minister of Sports, he calls you into his office and excitedly shares his idea with you. Specifically, he thinks a new team flag is needed before the next World Cup or Olympic competition.

The president asks you and your associates to design a flag for "TEAM BRAZIL" that can be waved during the games, displayed as posters in shop windows, and displayed as bumper stickers on taxis and other vehicles. You welcome the opportunity. He suggests that the flag should be colorful and include a symbol and motto. Above all, he says, the colors, symbol, and motto, must enhance national unity, and generate pride among all Brazilians, young and old, men and women, rich and poor, Native, European, and African. Beyond that he gives you complete artistic freedom.

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Title: **SUN, SAND, AND SENSITIVITY**

Introduction: What are the costs and benefits of tourism to developing countries? In the following case study students consider the dilemma faced by Costa Grande, a hypothetical, densely populated, Latin American island country located in the Caribbean Sea. As more and more Europeans and North Americans vacation in Costa Grande, the costs of tourism seemingly outstrip the benefits. In particular, Costa Grande's citizens want to preserve their authentic culture. Consequently, students are asked by Costa Grande's government to write a code of ethics for tourists to follow while vacationing in Costa Grande.

Objectives: Upon completion of this activity, students will be able. . .

To view tourism from the perspective of people in developing countries.
To differentiate between the advantages and disadvantages of tourism.
To suggest ethical standards for culturally sensitive tourism.

Grade Level: 9-12

Time: One class period

Materials: Handout #3.22, "Costa Grande"

Procedures:

1. Introduce the activity by surveying the class to see if any students have visited a foreign country. If some students have traveled abroad, ask them to share their experiences and facilitate a short discussion.

2. Provide the students with Handout #3.22 and read it with them. Organize the class into small groups of three or four students and provide the groups with ample time to write their code of ethics.

Note to Teacher: If students start slowly, encourage them to think of some ethical precepts that they would want foreign visitors to follow while vacationing in their country.

3. Once the students finish, ask a representative from each group to read their code of ethics. Compare and contrast the groups' codes.

4. Conclude the activity by discussing the following questions with the students:

   What are some ethical precepts or standards that you would want foreign visitors to follow while vacationing in your country? Why? Are these precepts similar to, or different from those written during the activity?

   What methods did your team use to discuss and write your code? How would you evaluate your group's teamwork? How could you improve?

   If you were a tourist in Costa Grande would you follow your code of ethics? Why or why not?

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What are some methods the Costa Grande government could use to encourage tourists to follow a code of ethics?

Would you recommend extending or scaling back tourism in Costa Grande? Why?

What does Costa Grande's future hold?

Extending the Activity:

1. Combine each groups' best precept to create a model code upon which entire class agrees.

2. Ask the students to present and explain their code in a letter to Costa Grande's president.

3. Encourage students to research "alternative tour groups." Drawing on their research, interested students may enjoy planning an "alternative" vacation to a Latin American country. Ask them to present possible itineraries to the class.

Evaluative Suggestions:

1. Two of the discussion questions make interesting essay questions.

   Would you recommend extending or scaling back tourism in Costa Grande? Why?

   What does Costa Grande's future hold?

2. Assess the students' ability to clearly present and explain their code in a letter to Costa Grande's president.

3. Assess each groups' effort and teamwork.

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COSTA GRANDE

Famous for its beautiful beaches and idyllic weather, Costa Grande is a densely populated, Latin American island country located in the Caribbean Sea. Wealthy Europeans and North Americans increasingly vacation along Costa Grande's 400 miles of beaches. Costa Grande's government clearly recognizes the importance of the tourist industry. For example, the airport, car rental agencies, hotels, tourist shops, and restaurants employ many people. Also, income earned from tourism enables the government to keep taxes low, to improve the country's roads, and to build new health clinics and schools. Recently, however, tourism's disadvantages have become more apparent. Newspaper journalists have criticized tourists' disregard for Costa Grande's history and culture and caution that Costa Grande's authentic culture is threatened unless steps are taken to protect it.

Historically, the accomplishments of Costa Grande's gifted artists have been widely recognized throughout Latin America. Specifically, Costa Grande's musicians, painters, and basket weavers have captured the attention of other Latin Americans. Additionally, Costa Grande has a rich history. In 1825, Costa Grande's legendary struggle against Spanish rule culminated in its independence. The annual independence celebration attracts hundreds of thousands of people to Soledad, the nation's capital. Furthermore, Costa Grande's citizens are deeply religious. Community life revolves around the church. Religious festivals, colorful and joyous commemorations of celebrated church leaders, dot the calendar.

Also, family life is of inestimable importance. Grandparents, parents, and children often live together and social relations are based on respect for the elderly. Family life revolves around the afternoon meal. Typically, everyone attends this meal and enjoys discussing the days events. Finally, although many of Costa Grande's citizens are poor, a small minority of rich people and a growing middle class are evolving. Soledad's tree lined boulevards, museums, cafes, office buildings, sparkling fountains, parks, and noble churches attract Costa Grande's middle class to the capital city.

Increasingly, tourists' cultural insensitivity frustrates Costa Grande's citizens. For example, hotel employees regret having to repeatedly ask vacationing to cover more of themselves. Also, tourists disparage Costa Grande's preferred pace of life as they rush from gift shop, to scuba shop, to restaurant, criticizing the service along the way. Others in Costa Grande are distressed by tourism's influence on their impressionable youth. Costa Grande's youth, envious of young vacationers' headphones and other electronic gadgets, increasingly favor music from the U.S. and Great Britain. Older citizens worry about mounting materialism among the youth. Their concerns are complicated by the satellite dishes that crown Costa Grande's hotels and provide access to United States television; the hotel gift shops that supply magazines, newspapers, and books from the United States and Europe; and the video stores that rent movies from the United States.

In addition, Costa Grande's environmentalists voice concern over littered beaches, the damaged coral reef, and the increasing number of fast food restaurants. They caution that the inland rain forest, progressively transformed into cattle ranches to meet tourist and foreign food demand, is seriously imperiled. They also admit a nostalgia for life before cruise ships lined the horizon and the beaches were overrun by high rise hotels. Finally, they acknowledge that Costa Grande's wealthiest citizens, who own and operate the hotels, car rental agencies, and tourist shops, are getting richer. However, they point out that poor people's lives remain relatively unaffected.

In light of these developments, you have been hired by the Costa Grande government to serve on the Coalition for Culturally Sensitive Tourism. Your task is to write a code of ethics for tourists to follow while vacationing in Costa Grande. Your code should consist of five ethical precepts or standards that will enable Costa Grande to maximize the benefits of tourism while minimizing its costs to their authentic culture and traditional way of life.

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Title: TRYING TIMES IN CUBA

Introduction: Following the collapse of the Berlin Wall, democracy has gained considerable ground throughout Latin America. Despite this trend, Fidel Castro vows "socialism or death" and Cuba remains one of the worlds few remaining communist countries. This resolve, coupled with the dissolution of the Soviet Union, has led to trying times in Cuba. In this activity, students write and perform a one act play that explores the implications of reduced trade on Cubans' daily lives.

Objectives: Upon completion of this activity, students will be able. . .

To explain the relationship between the dissolution of the former Soviet Union and daily life in contemporary Cuba.
To reflect upon the affect of economic shortages on daily life in contemporary Cuba.

Grade Level: 9-12

Time: Two class periods

Materials: Handout #3.23, "Trying Times in Cuba: Making Do With Less in the Post Cold War World"
Table and four chairs

Procedures:

1. Begin the activity by assessing the students' prior knowledge of Cuba. If necessary, provide the students with a brief overview of the Cold War, United States-Cuban relations, Soviet Union-Cuban relations, Fidel Castro, and the United States' 1962 decision to discontinue trade with Cuba. Time permitting, encourage the students to research these topics and present oral reports.

2. Provide the students with Handout #3.23 and carefully read it with them. Inform the students that in the following activity they are going to be assigned to groups in order to write and perform a one act play about change in contemporary Cuba. However, before dividing into groups, the activity will be explained in more detail.

3. Explain to the students that in their writing they should strive to capture the essence of change in contemporary Cuba. Specifically, ask the students to write a one act play consisting of four characters. Suggest to the students that they set their play at a family dinner table where two parents and two children have just begun to eat. The ensuing family discussion should focus on the impact the changes are having on their lives.

Beyond the recommended setting, challenge the students to think through their characters before writing. For example, once they are organized into groups encourage the students to discuss whether their characters will be frustrated and angered by the changes or whether they will willingly accept and adapt to them. Also, ask the students to consider the degree of conflict that will characterize their dialogue. In other words, will there be conflict between the parents and children, or will the parents possibly disagree with one another? Encourage the students to embellish their plays by writing in a narrator who may see "behind the scenes."

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4. Finally, organize the class into groups of four students and provide ample time for the groups to discuss their characters and write their plays.

Note to Teacher: Groups of three and five will work too. Groups of three can work with two parents and one child. Groups of five can introduce a grandparent, additional child, or narrator.

5. Once students have completed their plays provide time for them to rehearse. Also, encourage them to use additional props to enhance their performances. While the students are rehearsing, create a dinner setting by positioning a table and four chairs in the front of the room. Next, emphasize the importance of a sympathetic audience, order the presentations, and begin.

6. Conclude the activity by discussing the following questions:

Did writing and performing your play help you imagine what life is like in Cuba?

Would you like to travel to Cuba someday? Why or why not?

How would your family react to changes like the ones encountered by Cubans?

How would your lives change if car owners were limited to one-third of a gallon of gasoline a week? How far could most people travel in their cars?

Which changes would be most difficult to accept? Which would be least difficult?

To encourage political change, should the United States or other countries help Cuba, or should countries wait for political change before offering assistance?

Extending the Activity:

1. Video tape the performances and after playing them back ask the students to assess the strengths and weaknesses of their performances.

2. Encourage interested students to research whether the United States government has ever had to ration goods? If so, ask them to identify what was rationed, when it was rationed, and why. Similarly, ask interested students to research whether other countries have had to ration goods and to identify what was rationed, when it was rationed, and why.

Evaluative Suggestion:

Since this is an artistic activity, any evaluative effort will be subjective. However, in addition to assessing how well the groups worked together, and the level of effort evident in the scripts and performances, encourage the students to assess their own performances as suggested in "Extending the Activity" number two above.

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TRYING TIMES IN CUBA: MAKING DO WITH LESS IN THE POST COLD WAR WORLD

CONTEXT: Since the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact formally disbanded on June 28th, 1991, and July 1, 1991, things haven't been the same in Cuba. Due to Cuba's proximity to the United States and Fidel Castro's unwavering devotion to communism the former Soviet Union maintained favorable trade agreements with Cuba throughout the Cold War. For example, the former Soviet Union provided Cuba with inexpensive oil and purposely paid high prices for Cuban sugar. Blockaded by the United States since 1962, Cuba depended heavily on Soviet support. Presently, however, the governments that make up the former Soviet Union are more concerned with strengthening their economies rather than Cuba's; consequently, trade between the two has been greatly reduced.

SPECIFIC CHANGES

Despite baseball's popularity, night games have been canceled to save electricity.

Public transportation has been cut by 50 percent. Most taxis services have been eliminated.

500,000 bicycles have been imported from China.

Factory work hours have been shortened due to a lack of materials and parts for broken machines.

The government newspapers still being published are slimmer due to a paper shortage.

Some food items are rationed. Each person receives three ounces of bread (one small loaf or two rolls) and five eggs a week.

Privately owned vehicles are allotted 1.3 liters, or approximately one-third of a gallon of gasoline a week.

Transmission for the two television stations has been cut to five hours per weekday and nine to fourteen hours per day on weekends

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Some of the "specific changes" are from: David Clark Scott. "Hard Times in Cuba." Christian Science Monitor (March 13, 1992): 11.

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Title: **THE NOBEL PRIZE FOR CONSERVATION**

Introduction: North America's largest rain forest, the Petén, stretches across Southern Mexico, Guatemala, and Belize. Environmentalists are attempting to preserve the forest by demonstrating to settlers that it is more valuable standing than it is cut and burned. In this activity, students imagine that the Nobel Foundation has initiated a new award: the Nobel Prize for Conservation. As voting members of the Foundation, students rank five projects designed to conserve the Petén.

Objectives: Upon completion of this activity, students will be able. . .

To better understand environmental efforts to preserve rain forests.
To assess and rank the effectiveness of varied environmental projects.

Grade Level: 9-12

Time: One class period

Materials: Handout #3.24, "The Nobel Prize for Conservation"

Procedures:

1. Introduce the activity by providing the following background to the students:

   North America's largest rain forest, the Petén, stretches across Southern Mexico, Guatemala, and Belize. Since the early 1970s, the population of the Petén has skyrocketed from 20,000 to 300,000. The region has been opened up by petroleum and logging companies, by the Guatemalan Army in search of rebels, and by archaeologists exploring the Mayan ruins. Settlers have followed. As a result, environmentalists face the formidable task of protecting the forest by demonstrating to the settlers that the forest is more valuable standing than it is cut and burned.

2. Distribute Handout #3.24, to the students and read it with them. Next, organize the class into groups of four or five students and provide them with sufficient time to rank the projects.

3. Conclude the activity by comparing and contrasting the students' decisions. Additionally, discuss the following questions:

   Where is there consensus among the groups' rankings?

   Where is there disagreement among the groups' rankings?

   Why was project "x" viewed as most effective in helping Petén residents see that the forest is more valuable standing than it is cut and burned?

   Why was project "y" viewed as least effective?

   What other types of projects may help preserve the Petén?

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Extending the Activity:

1. Ask the students to decide the content of the Nobel Prize for Conservation. Specifically, ask the students to decide whether it will be a cash award, a symbol (a statue, medal, trophy, plaque, etc.), a combination of the two, or something entirely different. If granting a cash award, ask the students to determine an amount and to write an explanation for their decision. If awarding a symbol, ask them to illustrate it. Similarly, if students create a different type of award, ask them to explain it in writing or to illustrate it.

2. Ask the students to write letters to the Nobel Foundation explaining the reasons behind their rankings.

3. Encourage the students to research the following questions:

   What is wrong with developing the Petén and other rain forests?

   What is the international community doing to prevent further destruction of rain forests?

Evaluative Suggestions:

1. During the concluding discussion, carefully listen to students while they explain their rankings. Specifically, listen to their comments to determine whether their decisions rested upon a conscientious and thoughtful group process or an indifferent and careless one.

2. "Extending the Activity" suggestion two compliments "Evaluative Suggestion" one.

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THE NOBEL PRIZE FOR CONSERVATION

The Nobel Prize is an international award granted annually by the Nobel Foundation for outstanding achievements in physics, chemistry, physiology or medicine, literature, economics, and the promotion of peace. In response to increasing environmental problems, imagine that the Nobel Foundation has initiated a seventh category: conservation. Through this category, the Foundation hopes to promote the conservation of natural resources. In the inaugural year, the Foundation wants to honor a group of people that are helping conserve the Petén, North America's largest rain forest. Increasingly, population pressures draw more and more Mexicans, Guatemalans, and Belizeans to the forest's edges. Without environmental initiatives, these newcomers frequently cut and burn the forest in order to plant crops. As a result, the Foundation wants to honor a group whose project is helping demonstrate to Mexicans, Guatemalans, and Belizeans that the forest is more valuable standing than it is cut and burned. As a voting member of the Foundation, you have been asked to rank the projects. It is anticipated that the Conservation Prize will become the most prestigious environmental award in the world. Therefore, carefully rank the following projects.

ECOTOURISM

_____ Central American environmentalists have designed ecotourism as an alternative to traditional tourism. Geared towards educated, wealthy North Americans and Europeans, ecotourism is designed to limit the impact of tourism on the forest, support the communities that live on the forest's edge, educate visitors about the threats to the forest, and prepare them to educate family and friends upon returning home. Participants walk through the forest photographing plant and animal life, stay in locally owned hostels, and eat at locally owned restaurants.

CHICLE PROCESSING PLANT

_____ Private investors have built a chicle (tapped from trees and used to make chewing gum) processing plant to stop nearby villages from moving into the forest. The plant is designed to create jobs and to help the community view the forest as a resource to be carefully utilized.

SPORT HUNTING

_____ Another environmental group has organized sport hunting expeditions into the forest. In the forest, sport hunters pursue animals that are not endangered. The environmental group charges for every animal shot and uses the funds to support other conservation groups. Taking a wild turkey costs $200.

ECOCRAFTS I

_____ To get at valuable mahogany and cedar, foresters frequently cut other trees not considered marketable. Recently a community has begun using this "waste" wood to produce children's blocks. The blocks are sold in Cancún, Mexico to foreign tourists. A neighboring community makes canvas bags for the blocks. Decorated with animal, floral, and Mayan designs, the bags have become so popular they are now sold by themselves.

ECOCRAFTS II

_____ An Indian community is producing hand-woven palm hats, bags, and mats. They sell their products in Cancún and overseas. They have used their profits to replant an abandoned government nursery with indigenous plants that are used for roofing materials, firewood, and a natural detergent.

Adapted from David Clark Scott. "Saving the Forests by Changing Attitudes," Christian Science Monitor (April 29, 1992): 10-11.

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Title: **RESTRAINTS ON REFORM**

Introduction: In this activity, students are introduced to educational reform in Mexico and the United States. Through comparative analysis, students identify similarities and differences between educational reform in Mexico and their country. To accomplish this, students construct interview guides, interview teachers, and reflect on their results.

Objectives: Upon completion of this activity, students will be able. . .

To discuss challenges to improving schools in Mexico and their country.
To construct interview guides and conduct interviews.
To tentatively compare and contrast schooling in Mexico and their country.

Grade Level: 9-12

Time: One to two class periods plus homework

Materials: Handout #3.25, "Education in Mexico: Restraints on Reform"

Procedures:

1. Introduce the activity by informing students that people in your country are increasingly concerned with improving public schools. Explain that education is important in other countries as well. Next, inform students that they are about to compare and contrast restraints to educational reform in Mexico and their country.

2. Introduce students to some restraints on reform in Mexico's schools by distributing Handout #3.25, to them. Read and discuss the handout with the students. Note to Teacher: This is a limited list of restraints.

3. Explain to the students that one way to identify restraints on reform is to interview teachers. Inform the students that they are going to interview a few teachers and ask them to suggest possible questions that would enable them to better understand restraints on educational reform in the their country. List eight to ten of the questions students suggest, then ask them to select the three or four best.

4. After helping the students word the questions as clearly as possible, ask them to write the questions down. Discuss possible interview strategies with the students. For example, some students may decide to take notes during the interview and type them afterwards, others may want to tape record the interview and transcribe from the recorded tape verbatim.

5. For homework, ask each student to interview two teachers.

6. After completing their homework, ask each student to suggest a different restraint on reform in their country and list them on the board. Ask students to reflect on the restraints just listed and those previously discussed. Conclude the activity by discussing the following questions:

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Are some of the restraints on education reform in Mexico's schools similar to those in your country? If so, what are the similar restraints?

Are some of the restraints on education reform in Mexico's schools different from those in your country? If so, what are the differences?

What do the similarities and differences reveal about life in Mexico and your country?

Extending the Activity:

Based upon their school experiences, ask the students to create their own list of shortcomings. Also, challenge the students to suggest solutions to the shortcomings they identified.

Evaluative Suggestion:

Ask the students to write an essay comparing and contrasting restraints on school reform in Mexico and their country.

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EDUCATION IN MEXICO: RESTRAINTS ON REFORM

LIMITED RESOURCES

Teachers have to buy or make a lot of their own materials. For example, teachers make nutrition posters with construction paper and magazine photos. Also, teachers often buy their own chalk and maps.

Public schools lack science laboratories, music classes, home economics and technical arts workshops, sufficient libraries, and computers.

Due to low salaries, many teachers teach two shifts or take an additional job. Consequently, teacher absenteeism is a problem and typically, substitutes are unavailable. Teacher are paid approximately $325 a month. Due to a lack of facilities, 80 percent of Mexico City's schools operate two shifts. The first shift lasts from 8:00 a.m.-12:30 p.m., the second 1:30 p.m.-6:00 p.m.)

LIMITED RESPECT FOR TEACHERS

In the center of the city, teachers aren't respected as much as they are in poor areas on the edge of the city.

ECONOMIC AND ENVIRONMENTAL REALITIES

Frequently, a family's need to eat supersedes their childrens' need for an education. Despite a law that now requires school attendance through ninth grade, the average Mexican receives 6.4 years of schooling.

Occasionally, physical education is canceled due to unsafe levels of air pollution. When physical education is allowed, it takes place on a cement courtyard about one-third the size of a basketball court.

INCREASED COMPETITION FOR STUDENTS' ATTENTION

While at home students increasingly enjoy Nintendo, video games, and videotapes; as a result, teachers feel they have shorter attention spans.

INEQUITY

Few families can afford to send their children to private schools. In private schools, children work with computers, the school day is longer, and music and sports are readily available.

INADEQUATE LONG-TERM PLANS

Schools lack a vision of where they are going. Plans lack clarity and constantly change.

Adapted from: David Clark Scott. "Learning To Be Economic Battlers," Christian Science Monitor (March 16, 1992): 11.

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IV. CONCLUDING ACTIVITY

Title: **THE MEDIA SPOTLIGHT: BEYOND THE BLUR**

Introduction: In exploring other world regions, students learn more about their own. In this culminating activity, students shift their attention from Africa and Latin America to the United States. Based on the assumption that many Africans and Latin Americans have misconceptions about the United States, the students are asked to plan a trip for a group of visiting African and Latin American high school students who want to check the accuracy of their images about life in the United States.

Objectives: Upon completion of this activity, students will be able. . .

To appreciate the diversity that characterizes life in the United States.
To devise a plan for helping visitors acquire a relatively accurate impression of life in the United States.

Grade Level: 9-12

Time: One class period plus homework

Materials: Handout #4.1, "The Media Spotlight: Beyond the Blur"
Handout #4.2, "Beyond the Blur: An Itinerary"
Maps of the United States

Procedures:

1. Begin the activity by distributing Handout #4.1 to the students and carefully read and discuss the first two paragraphs with them.

2. Before reading the third paragraph distribute Handout #4.2 to the students. Ask the students to skim Handout #4.2 and then direct their attention back to Handout #4.1 paragraph three. Finish reading paragraph three and the questions from Handout #4.1 with the students. Next, take time to clarify any questions the students may have.

3. Ask the students to choose a partner with which to work. Instruct the students to review the questions at the bottom of Handout #4.1 and list a number of potential activities before arranging them in a logical order and committing them to paper.

Note to Teacher: This activity necessitates creativity. As a result, you may want to provide more than one day so that the students have time to think, read reference books, and confer with family and friends. Also, to facilitate neatness, ask the students to type their itineraries.

4. Time permitting, ask the students to map their trip. On their maps, ask students to illustrate the order of their activities as well as their locations. Encourage them to embellish their maps by creating symbols of their experiences (the mementos may provide meaningful symbols).

5. Conclude the activity by asking one student from each pair to present their itineraries to the class. Following the presentations, ask the students to select the aspects of the various itineraries that they liked the most. Finally, display the itineraries and maps.

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Extending the Activity:

1. Ask each student to write a culminating letter that the visitors will read while returning home. In the letter, encourage the students to communicate their personal views of life in the United States. Encourage the students to address both strengths and weaknesses. Additionally, ask the students to suggest a poem or book that the visitors should read upon returning home in order to continue learning about life in the United States. Ask the students to provide a brief rationale for their literary recommendation.

2. Encourage the students to create murals, that in their thinking, accurately depict life in the United States.

Evaluative Suggestions:

1. Again, this activity necessitates creativity. Carefully read the students' itineraries and assess their creativity. Specifically, do the itineraries address the issues raised by the questions listed at the bottom of Handout #4.1?

2. Also, assess whether the students worked well together and whether their itineraries were neat and easy to read.

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THE MEDIA SPOTLIGHT: BEYOND THE BLUR

Most people's understanding of other world regions is based on newspaper articles, magazine stories, and television coverage. However, these media images seldom capture the diversity that characterizes most regions. As a result, many people in the United States have limited and inaccurate conceptions of what life is like in African and Latin American countries. The opposite is equally true. Many Africans and Latin Americans have misconceptions about what life is like in the United States. Frequently, their views of the United States are shaped through television shows that are exported to their countries. These shows tend to depict one particular lifestyle--that of wealthy people.

Travelling to other world regions helps discredit common misconceptions that inevitably result from limited and inaccurate media coverage. Imagine that you are participants in an international cross cultural project, and you have been asked to host a group of ten visiting Cameroonian and Argentinean high school students. You are informed that they are travelling to the United States to check the accuracy of their images about life there. The students' respective ministries of education are sponsoring their trip and have instructed them to collect as much information as possible in order to make presentations to their classmates upon returning. In support of this project, the U.S. Department of Education has provided you with a French and Spanish translator, as well as a grant to cover your costs. Also, to facilitate quick transitions between activities, a wealthy member from your community has donated a small private jet for your use (a jet with unrivaled speed--1,000 miles an hour).

Your visitors will be spending two days with you. You have been asked to develop a two day, thirty-two hour itinerary, outlining your guests' trip. Above all else, keep in mind the students' interest in understanding as many aspects of United States life as possible. First, list a number of activities that will help them accomplish their goal. Next, organize the activities in a logical order and fill out the itinerary. Remember to calculate travel time. For example, if you're travelling from the Golden Gate Bridge to the San Diego/Mexico border, a distance of approximately 500 miles, allow for a half an hour of travel. Also, on the itinerary, include a memento that your guests can take from each activity (to help them remember it and to strengthen their presentations). Granted, their visit is short, but carefully plan their trip so that they will leave with a more accurate impression of life in the United States. Consider the following questions before listing ideas and writing the itinerary:

Will your guests leave with an appreciation for the United States' geographical diversity and beauty?

Will they leave with a feel for the United States' cultural diversity?

Will they leave with a better understanding of the economic groups that characterize the United States?

Will they leave with a deeper understanding of rural and urban differences in the United States?

Will they leave having experienced something that merits pride in the United States?

Will they leave having been exposed to any of the social and economic problems that confront the United States?

Will they leave having been introduced to the religious life of people in the United States?

Will they leave knowing something about the United States' judicial system?

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Will they leave having met a particularly informative person or group of people?

Will they leave having visited a popular vacation destination?

Will they leave having experienced a mix of foods?

Will they leave with a sense of the outdoor activities that people in the United States enjoy?

In the end, will they leave with a more accurate impression of life in the United States?

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BEYOND THE BLUR: AN ITINERARY

Month _____/ Day _____/ Year _____

	LOCATION	ACTIVITY	MEMENTO
8:00 a.m. - 9:00 a.m.			
9:00 a.m. -10:00 a.m.			
10:00 a.m. -11:00 a.m.			
11:00 a.m. -12:00 p.m.			
12:00 p.m. - 1:00 p.m.			
1:00 p.m. - 2:00 p.m.			
2:00 p.m. - 3:00 p.m.			
3:00 p.m. - 4:00 p.m.			
4:00 p.m. - 5:00 p.m.			
5:00 p.m. - 6:00 p.m.			
6:00 p.m. - 7:00 p.m.			
7:00 p.m. - 8:00 p.m.			
8:00 p.m. - 9:00 p.m.			
9:00 p.m. -10:00 p.m.			
10:00 p.m. -11:00 p.m.			
11:00 p.m. -12:00 a.m.			

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Month _____/ Day _____/ Year _____

	LOCATION	ACTIVITY	MEMENTO
8:00 a.m. - 9:00 a.m.			
9:00 a.m. -10:00 a.m.			
10:00 a.m. -11:00 a.m.			
11:00 a.m. -12:00 p.m.			
12:00 p.m. - 1:00 p.m.			
1:00 p.m. - 2:00 p.m.			
2:00 p.m. - 3:00 p.m.			
3:00 p.m. - 4:00 p.m.			
4:00 p.m. - 5:00 p.m.			
5:00 p.m. - 6:00 p.m.			
6:00 p.m. - 7:00 p.m.			
7:00 p.m. - 8:00 p.m.			
8:00 p.m. - 9:00 p.m.			
9:00 p.m. -10:00 p.m.			
10:00 p.m. -11:00 p.m.			
11:00 p.m. -12:00 a.m.			

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